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ABSTRACT

During 1975-76, 43 Texas community colleges offered real estate courses, enrolling a total of 15,739 students. The trend toward real estate professionalism has created a need for specialized programs; 35 Texas colleges currently offer or propose to offer associate of applied science degrees in real estate. The majority of colleges employ part-time instructors who lack opportunities to keep up with modern educational techniques. This manual, divided into nine sections, is a composite of essays, articles, outlines and survey and testing instruments which seek to provide guidelines for postsecondary real estate education development for instructors. After an introductory section, section two probes the role of advisory committees of local leaders in establishing quality programs and proposes committee guidelines and responsibilities. Section three deals with conducting feasibility studies for program development and needs analysis surveys. The fourth section treats real estate education in terms of course work, competency-based instruction, and curriculum workshops. The fifth section explores the learning environment, and the sixth teaching techniques. Sections seven and eight present methods and examples of program evaluations and follow-ups, respectively. The ninth section considers audio-visual aids, texts, and periodicals. Appendices present Texas Real Estate Research Center publications, license act provisions, and the 1976 statistical summary of state brokers and salesmen. (TH)

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GUIDELINES
For Post-Secondary Real Estate Education Development

Texas Real Estate Research Center

JC 780 359

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October 1976

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GUIDELINES FOR POST-SECONDARY REAL ESTATE EDUCATION DEVELOPMENT

Texas Real Estate Research Center
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PREFACE

The primary purpose of this monograph is to combine relevant educational material into one basic publication. Texas real estate instructors and their supervisors can use these materials and concepts to develop effective instructional techniques.

This material has been developed by the following instructors and supervisors to improve their individual programs:

Albert Baade, Continuing Education Director, Tyler Junior College
Samuel Burk, Director of Continuing Education, The American University, Washington, D.C.
Henry Chitsey, Director of Program Development, Tarrant County College
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Real Estate Curriculum Workshop Committee, Texas A&M University, August, 1974
James Rothermel, Business Department Chairman, San Jacinto College
Texas Association of Realtors
TRERC-TEA Real Estate Curriculum Workshop Committees, Texas A&M University, January, 1976
Bill Walters, Supervisor of Sales and Marketing, Houston Community College
Art Wright, Associate Research Economist, TRERC

It is the hope of the Texas Real Estate Research Center that all real estate instructors can develop a complete program for their students through the application of this guide.

Any comments or reactions to this monograph will be appreciated.

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INTRODUCTION

INTRODUCTION TO THE GUIDE

During the 1975-76 school year, forty-three community colleges offered real estate courses with an enrollment of 15,739. The most frequently offered course was Real Estate Appraisal (49). This number reflects the nine colleges reporting two or more appraisal courses. Other courses and the number of colleges were: principles (47), finance (41), law (34) and brokerage (24). This was the second consecutive reporting period in which there was a larger percentage of courses being offered for credit (61%). Colleges with the largest enrollments included: Houston Community College (3,087), San Jacinto College (1,250), Dallas-Mountain View (800), Dallas-Richland (752) and Austin Community College (750).

The trend toward real estate industry professionalism has created a need for specialized real estate degree programs in the community colleges. Thirty-five community colleges either offer or propose to offer an associate of applied science degree in real estate. This degree is primarily designed to provide occupational competence within the real estate career field.

The majority of community colleges are using part-time real estate instructors who are competent in their career fields but lack the opportunity to keep up with modern educational techniques. This guide is designed for the part-time or lead instructor. It should give that person an overview of a complete program in real estate education.

The 64th Legislature passed a Real Estate License Act (Appendix B) which has many ramifications for educational programs. The intent of the Act is not to legislate program requirements but to define a minimum program standard. It is the hope of the Texas Legislature, Real Estate Commission and

the Texas Real Estate Research Center that colleges will develop programs that far exceed these minimal requirements. Chart I shows the lock step educational requirements through 1985. Educational programs should not be developed exclusively from these progression steps but should encompass these as minimum standards.

CHART I

1975 REAL ESTATE LICENSE ACT

--EDUCATIONAL REQUIREMENTS--

EFFECTIVE: MAY 19, 1975

	SALESPERSON	BROKER
1975-1976	30 CLOCK HOURS (PRIOR TO APPLICATION)	
	30 CLOCK HOURS (SECOND RENEWAL CERTIFICATION)	
	30 CLOCK HOURS (THIRD RENEWAL CERTIFICATION)	180 CLOCK HOURS
JANUARY 1		
1977*	6 SEMESTER HOURS	12 SEMESTER HOURS
1979	12 SEMESTER HOURS	15 SEMESTER HOURS
1981	21 SEMESTER HOURS	36 SEMESTER HOURS
1983	36 SEMESTER HOURS	48 SEMESTER HOURS
1985	ONE LICENSE ONLY	60 SEMESTER HOURS

LICENSE TO PRACTICE REAL ESTATE

* SEMESTER HOUR COURSES OR OF A COURSE OF STUDY ACCEPTED BY THE TEXAS REAL ESTATE COMMISSION AS BEING EQUIVALENT TO THE COURSES OFFERED BY ACCREDITED COLLEGES AND UNIVERSITIES

Post-secondary institutions offering associate degree programs in real estate are illustrated in Chart II. This list also includes those colleges which are contemplating the development of an associate degree program in real estate. Since this list is constantly changing some colleges may be omitted and this is not an all inclusive list.

CHART II

TEXAS COMMUNITY COLLEGES OFFERING A TWO-YEAR ASSOCIATE DEGREE PROGRAM IN REAL ESTATE

Approved: 1972 or Prior

Cooke County Junior College	Gainesville
St. Philip's College	San Antonio
San Antonio College	San Antonio
San Jacinto College	Pasadena

1973

Alvin Junior College	Alvin
Grayson County College	Denison
Howard County College	Big Spring
Tarrant County Junior College District Northeast Campus	Fort Worth

1974 and 1975

Amarillo College	Amarillo
Angelina College	Lufkin
Austin Community College	Austin
Bee County College	Beeville
Central Texas College	Killeen
College of the Mainland	Texas City
Del Mar College	Corpus Christi
Frank Philips College	Borger
Houston Community College	Houston
Lamar (College of Technical Arts)	Beaumont
McLennan Community College	Waco
Navarro College	Corsicana
North Harris County College	Houston
Paris Junior College	Paris
Richland College (Dallas Community College District)	Dallas
South Plains College	Levelland & Lubbock
Texas Southmost College	Brownsville

1976

Blinn College	Brenham
Brazosport College	Lake Jackson
El Paso Community College	El Paso
Kilgore College	Kilgore
Midland College	Midland
Odessa College	Odessa
Temple Junior College	Temple

Under Consideration by Administrators and Local Advisory Committees:

Laredo Junior College	Laredo
Panola College	Carthage
Victoria College	Victoria
Vernon Regional College	Vernon

HOW TO ESTABLISH A COLLEGE REAL ESTATE PROGRAM

by Frank Battino*

I. Establish the need for a real estate program.

A. Refer to various educational commission reports such as the Carnegie Commission which showed that adult occupational programs are in great demand.

B. Consult with your state Department of Real Estate for statewide statistics of real estate enrollment.

C. Obtain enrollment statistics from local colleges which have already implemented a real estate program.

D. Consult with the President and education chairman of your local Board of Realtors. (Approximately 50% of your students will be agents.) Explain how a real estate curriculum can benefit the Realty Board's membership to achieve professionalism.

E. Consult with local agencies such as Veterans' Affairs (many veterans are attending real estate classes to prepare for a new career).

F. Consult with local community groups which have a related interest in real estate.

II. Consolidate and utilize your support.

A. Obtain letters from the above groups and individuals expressing support of a real estate curriculum.

B. Obtain the support of the real estate or financial editors of local newspapers.

III. Market your proposal effectively.

A. Arrange for meetings with the chairman of the Business Department, Dean of Vocational Education and the Dean of Instruction.

B. Show how a real estate program can benefit the community, students, and the college. Use your statistics to show the large real estate enrollments and how large real estate classes bring money to the colleges.

C. Convince these individuals that the college should have a real estate program.

D. Obtain from the instruction office and thoroughly fill out course outline forms.

E. Submit the outlines to the curriculum committee. (Personally attend the committee meeting to defend your proposal.)

F. After approval by the curriculum committee the course may be presented to the Instructional Council (Department Chairmen) and the Board of Trustees. Obtain support of key members of these groups in advance. Personally attend these meetings also.

IV. Steps to take after approval of the program.

A. Select instructors from the following:

1. Local agents

2. Related industry specialists (lenders, appraisers)

3. Established teachers (real estate, business, etc.)

B. Market your program through advertising.

1. Place announcements regarding course offerings in the communication sheet of the local Board of Realtors.

2. Submit your schedule of classes to local newspapers.

3. Distribute your schedule of classes to:

a. All students currently in the real estate and related fields

b. The local apartment house association

c. The local builders' association

d. Local savings and loan association

e. Local banks

f. Local title companies

g. Other related interested groups

C. You should actively participate in all the educational activities of your local Board of Realtors and college. This will allow you to obtain current information concerning the needs of your students and will also assist you in developing the good relations necessary for continued support.

V. Continue strengthening your program by utilizing the above steps and continue analyzing the strengths and weaknesses of your program.

* This outline was prepared by Frank Battino, President of the Berkeley, California Board of Realtors and coordinator of real estate for Oakland's Merritt College for the NARELLO Education and Standards Committee.

ADVISORY COMMITTEE

ADVISORY COMMITTEE

Advisory committees of local real estate leaders are one of the major criteria for a quality program, if they are properly utilized. Logistics on the establishment, operation and utilization of an advisory committee are adequately covered in the following manual available from the Texas Education Agency: Organization and Effective Use of Advisory Committees by Sam King, U.S. Department of Health, Education, and Welfare.

The real estate advisory committee has several unique aspects that must be taken into consideration. One major facet is that real estate is a multidiscipline field which consists of salesmen, brokers, builders, land developers, property managers, appraisers, savings and loan officers and other lending institution officials. An advisory committee should consist of a proper mix of these different occupations that relate to the real estate curriculum being developed. If a curriculum is sales oriented, the brokers in the community will have to sponsor the program products (students) before they can receive a license. Internship programs will require licensed students in sales-related firms. The real estate community could effectively stop a program by failure to sponsor students for license purposes. The largest Texas real estate association is the Texas Association of Realtors (TAR), which is the state branch of the National Associaton of Realtors (NAR). There are local boards in most communities or counties and these have educational committees which are oriented toward real estate education and professionalization. These boards would be logical choices for some advisory committee members. Another important aspect of the advisory committee membership is to include one or more aggressive members who are in entry level real estate positions. These individuals can identify with graduating students and can make suggestions for the initial transition into the real estate field.

The following guidelines for Industry Advisory Committees were prepared by the Advisory Council for Technical-Vocational Education in Texas for use by advisory committee members and college personnel. It is an excellent checklist of advisory committee activities.

GUIDELINES FOR INDUSTRY EDUCATION ADVISORY COMMITTEES

A checklist of activities and services provided by local industry-education Advisory Committees is printed below for use by citizens and interested persons who contribute valuable time when working with a Committee.

Student Recruitment, Selection, and Placement

1. Encouraging young people (and parents) to consider vocational and technical education and training through visits to "feeder schools," speeches to civic clubs, career day meetings, etc.
2. Assisting in the screening of students applying for admission to the courses.
3. Participating in the development of aptitude tests for selection of students.
4. Providing information concerning desirable aptitudes, education, and experience background which applicants for entry level jobs should have so that educators may properly plan their student recruitment, as well as educational and training programs.
5. Arranging plant or field trip visits for students and counselors.
6. Providing vocational guidance literature to teachers, counselors, and students.
7. Assisting and participating in surveys of local industry manpower needs.
8. Assisting in the development of aptitude tests, achievement tests, and certification and licensing tests concerned with initial employment of school graduates.
9. Placing students in part-time work during school year or summer vacations.
10. Placing school graduates in jobs.

Instructional Program

1. Assisting in the preparation and review of budget requests for laboratory and shop equipment and supplies.
2. Evaluating physical conditions, adequacy of equipment, and layout of laboratory or shop.
3. Assisting in the development and review of course content to assure its currency in meeting the changing skill and knowledge needs of the industry.
4. Obtaining needed school equipment and supplies on loan, as gifts, or at special prices.
5. Assisting in the establishment of standards of proficiency to be met by students.
6. Assisting in the development of school policy concerning the kinds and volume of production work or "live jobs" to

be produced by students so that this work will be of instructional value in the educational program.

7. Establishing and maintaining a library of visual aids, magazines, and books concerning industry.
8. Assisting in the development of special educational and training programs conducted with funds made available by the Manpower Development and Training Act, the Economic Opportunity Act, etc.
9. Assisting in the development of evening school skill improvement and technical courses for employed plant personnel.
10. Assisting in the development of apprenticeship and on-the-job training related courses.
11. Arranging plant or field trip visits for teachers.
12. Providing sample kits of raw materials, finished products, charts, posters, etc., for exhibit and instructional purposes in classrooms and shops.
13. Assisting in the establishment of student fees and charges for courses and programs.

Teacher Assistance

1. Providing funds to assist local teachers to attend regional and national meetings of industry and teacher organizations.
2. Arranging meetings of teachers to establish cooperative relationships between the schools and industry.
3. Arranging summer employment for teachers.
4. Assisting in the establishment of teacher qualification requirements.
5. Conducting clinics and in-service and out-service training programs for teachers.
6. Arranging for substitute or resource instructors from industry to assist regular teachers.
7. Subsidizing teacher salaries in such unusual cases as may be necessary to obtain qualified instructors.
8. Paying industry organization membership dues for teachers.
9. Providing awards and prizes to outstanding teachers.

Student Recognition

1. Providing scholarships and other financial assistance for outstanding graduates who wish to continue their education and training.
2. Providing prizes to outstanding students.

Public Relations

1. Providing speakers to address trade and civic groups concerning the industry's education and training program in the school.

2. Providing news stories concerning school programs to magazines published for specific industry groups.
3. Providing news stories concerning school programs to local news media.
4. Attending meetings in support of vocational and technical education which may be called by local and state school officials, boards, and legislative groups.
5. Participating in radio and television programs designed to "sell" vocational and technical education to the public.
6. Contributing funds to advertise specific school occupational education and training programs.
7. Advising employees and their families concerning school programs by posting the information on bulletin boards, news stories in company publications, and enclosures in pay envelopes.

+ + + + +

The above materials are taken from works by Mr. Samuel M. Burt, Director, College of Continuing Education, The American University, Washington, D.C. 20016. Mr. Burt has published two books, "Industry and Vocational-Technical Education" (McGraw-Hill Book Company, New York, 1967) and "Volunteer Industry Involvement in Public Education" by Burt and Lessinger, (D.C. Heath Company, Lexington, Mass., 1970).

In addition, the W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan, 49007, has published "The Volunteer in Vocational Education -- Industry-Education Advisory Committee Member" by Mr. Burt. Single copies are available upon request for this 12 page brochure, while multiple copies cost from 25 to 35¢.

Also, "The Advisory Committee and Vocational Education" at $1.25 is available from the American Vocational Association, 1510 H Street N.W., Washington, D.C., 20005 - 54 pages.

Reprint from:
ACTVE NEWS, The Advisory Council for Technical-Vocational Education in Texas, Volume II, Number 3, April, 1971, Alton Ice, Executive Director, Austin, Texas.

RESPONSIBILITIES OF A REAL ESTATE ADVISORY COMMITTEE INCLUDE:

1. Serving as a communication channel between the college and the real estate industry.

2. Suggesting technical information and advice relating to real estate programs.

3. Identifying competent personnel from the real estate industry as potential instructors.

4. Assisting in recruiting students, in placing qualified graduates in appropriate jobs, and in providing cooperative education internships.

5. Keeping the college informed on labor market trends and specific employment needs.

6. Providing means for the college to inform the community of the real estate program.

7. Assessing real estate program needs in terms of entire community.

8. Assisting college personnel in designing curricula for new programs to insure the inclusion of skills and related information necessary for productive employment in the real estate industry.

9. Evaluating new program proposals and revisions to the existing real estate program.

FEASIBILITY STUDY

FEASIBILITY STUDIES

One of the most important aspects of curriculum development is to properly conduct a feasibility study. The results should reveal whether a curriculum is needed and to establish the population needing the training. It should be stressed that this is not an ex post facto means of justifying the establishment of a curriculum but an objective method of determining whether a program is or is not needed. When several new programs are under consideration, a feasibility study could establish priorities for starting programs.

The TRERC has published a licensee study (Appendix C) which illustrates the number of salesmen and brokers per county, per SMSA, and number of salesmen per broker. This information will indicate the total number of licensees within the school's service area who might be interested in specialized courses, refresher courses or who could participate in co-op experiences. In conjunction with this, a specific real estate survey could be developed to obtain input into whether a curriculum is or is not needed.

Henry Chitsey, Director of Program Development at Tarrant County Junior College, developed a survey instrument and procedure that could possibly be adapted to other districts. Portions of his total study are shown below.

For several years, Tarrant County Junior College has been offering, through its continuing education program, the courses required for licensure as a real estate salesman and broker. Similar courses have been offered by the local public schools. Many salesmen and brokers have indicated an interest in courses beyond the minimum requirements for licensure preferably with college credit.

As a result of this interest, a questionnaire was designed to be used in making a needs analysis survey of the community. One hundred and seven (107) questionnaires were mailed to persons whose names were provided by the Boards of Realtors in Fort Worth, Arlington, and North East Tarrant County. Thirty-one (29%) of the questionnaires were completed and returned. A copy of the questionnaire with compiled responses follows.

TARRANT COUNTY JUNIOR COLLEGE

Real Estate Program
Needs Analysis Survey

		YES%				
1.	Do you presently have a source of income from real estate sales? IF NO, go to question 10.	[100%]	yes	31	no	0
2.	Do you have a source of income other thar real estate?	[58%]	yes	18	no	13
3.	How many years of experience do you have in real estate?		part-time full-time	1.1 5.5		
4.	How many salespersons are currently employed in your firm?		part-time full-time	1.0 6.7		
5.	How many new sales positions have you created in your firm within the past 12 months?		part-time full-time	.8 3.9		
6.	How many salespersons have you employed in the last 12 months to replace those who left your firm?		part-time full-time	.5 1.9		
7.	How many additional positions in your firm do you envision within the next 24 months?		part-time full-time	.8 5.3		
8.	Is a license required by your organization?	[100%]	yes	30	no	0
9.	Are you enrolled in a real estate course at TCJC?	[3%]	yes	1	no	30
10.	Have you taken real estate courses at Tarrant County Junior College? IF YES, were they	[20%]	yes	6	no	25
		[13%] credit	1			
		[77%] non-credit	7	(8)		
11.	In your opinion, is there a need for more real estate course work at TCJC? IF YES, what type?	[91%]	yes	21	no	2
		[69%] credit	16			
		[31%] non-credit	7	(23)		
	IF NO, go to question 14. IF NON-CREDIT, go to question 13.					
12.	Would you prefer that the additional work be offered as:					
		[28%] Individual Courses		7		
		[8%] One-year Certificate program		2		
		[64%] Two-year Associate Degree program		16		
13.	If TCJC complied with your request, would you enroll?	[71%]	yes	17	no	7
14.	Would a two-year graduate be given preference in the labor market?	[87%]	yes	26	no	4
15.	Are there job opportunities for persons who complete a two-year program in Real Estate?	[97%]	yes	28	no	1
16.	Would a two-year graduate earn more in your organization than someone who does not have a degree? IF YES, how much more ? monthly	[52%]	yes	12	no	11
		No Replies				
17.	Are you interested in obtaining additional information about the educational opportunities in real estate at TCJC?	[94%]	yes	29	no	2
18.	Comments: See following pages.					

( ) Number of replies
[ ] Percentage of total replies

TARRANT COUNTY JUNIOR COLLEGE

Real Estate Program Needs Analysis Survey

Selected Comments From the Real Estate Community As Reflected in the Questionnaire

As salesmanager, I would encourage all salespeople to take advantage of all educational opportunities - and would like them all to have a degree - three are now taking Course II, and hope they will have their G.R.I. designation in 1973.

The basic problem with real estate sales at present is that many salespeople enter without basic knowledge - easy in-soon out. Planned career to real estate would be great benefit.

There is a need for more real estate education of commercial selling and also investment real estate - tax laws, etc.

Our people are constantly encouraged to acquire more knowledge in our profession as we believe to be a real professional one must keep abreast of the times.

I would be interested in knowing if real estate brokers might have an opportunity to recruit graduates right out of school.

All our education has come from national and state real estate organizations.

I would encourage all of my sales staff to attend basic courses in real estate evaluation and basic salesmanship.

We are vitally interested in improving the industry and any educational advantage we can gain for this area we are interested in.

An associate degree could be a source of pride for those who put our husbands through school but didn't take time to go ourselves. Also, it would give a younger person some time to mature before going into the business. I think young people could be successful. I am an associate, not a realtor or broker.

In our organization, our people are paid strictly on a commission basis and it is difficult to tell how much more a person could earn, but a higher educated person in real estate would definitely earn more and also I'm sure would upgrade the profession of real estate sales.

#14 could depend on supply of labor. Currently demand exceeds supply.

#16 depends primarily on initiative and effort - all things being equal the additional education and knowledge should enhance income.

There is definitely a need for a two-year associate degree program. The requirements for even a salesmans license should be this. Special courses pertaining to finance, joint ventures, syndication, appraising, and basic legalities should at some point and time be available.

Continuing Education is the most needed element in a real estate practice today.

REAL ESTATE EDUCATION

There have been several studies on Real Estate Education in Texas. One of the most recent is Ray Lee's doctoral dissertation, "Educational Needs of Real Estate Salespersons as Perceived by Real Estate Practitioners in Texas." A summary of this dissertation follows and offers several guidelines for curriculum development.

Following the dissertation summary are committee reports from Texas Real Estate Research Center - Texas Education Agency Curriculum Development Workshops. Committee members are identified and the summaries represent unstructured committee reports.

Each report represents a different approach to the development of course outlines and guides for real estate education. The use of these reports to up-grade existing curriculum will help to keep Texas in the leadership role in post-secondary real estate education.

SUMMARY OF REAL ESTATE EDUCATION NEEDS STUDY

by Ray H. Lee

During the summer of 1974, we conducted a mail survey of Realtors in Texas, to get answers to some questions concerning real estate education. We chose to survey Realtors, rather than all licensees, because we wanted the opinions of professional, full-time real estate practitioners. There is no information available on the percent of all Texas licensees who are engaged in real estate full time.

The major objectives of the survey were to learn what training and education Realtors believe the new sales licensee should have when he/she enters the real estate profession, and what training can easily be done on the job after the licensee starts work. With such information, educators can establish priorities to be considered when designing real estate curricula. Information was also desired on where Realtors received their training for real estate work, and which sources of training they believe to be best.

The questionnaires were sent in duplicate to the presidents of the (then) 108 local Boards of Realtors. In a cover letter, we requested that the board president and an associate, preferably a salesperson, each complete and return a questionnaire. Each respondent who requested it is being mailed a copy of this summary. Details of the study are contained in a doctoral dissertation, "Educational Needs of Real Estate Salespersons as Perceived by Real Estate Practitioners in Texas," by Ray H. Lee, Texas A&M University, December, 1974.

How Many Answered?

Replies were received from 103 brokers and 52 salespersons, which consititutes 71.8% of the possible total of 216. These responses represented 90 (83.3%) of the 108 boards, and 77.8% to 91.7% of the boards of each of the 7 TAR regions in the state. We believe that we received a representative sampling of opinions of Texas Realtors.

Number of Years Licensed:

Brokers reported that they had been licensed for periods ranging from 1 to 28 years; the mean time was 10.08 years, and the median was 8.46 years (half had been licensed longer, and half a shorter period of time).

Salespersons reported a range of 1 to 11 years, with a mean of 3.6 years. The median for salespersons was 2.67 years.

Formal Education:

Brokers reported a range of 11 to 20 years of formal education; it is considered likely that some or all of those reporting 11 years finished high school before Texas adopted the 12-year system. The mean for brokers was 14.6 years, and the median was 14.38 years.

Salespersons reported a range of 11 to 18 years, with a mean of 14.22 years. The median for salespersons was 14.07.

Sources of Real Estate Training:

Responding Realtors reported eleven sources of real estate training. The most popular sources were Home Study, On-the-Job Training, and TAR Institutes, based on the number of times these sources were reported. A tabulation of the responses is shown in Table 1 below.

Table 1.--Reported Sources of Real Estate Training.

Brokers		Sources Reported	Salespersons	
Rank	% Using		Rank	% Using
1	80.6	Home Study	1	82.7
2	60.2	On-the-Job Training	2	71.2
3	56.3	TAR Institutes	3	48.1
4	35.9	Adult Continuing Education	6	25.0
5	31.1	Four-year College	4.5	26.9
6	19.4	NAR Institutes	9	9.6
7	10.7	Two-year College	7	21.2
8	8.7	Proprietary School	4.5	26.9
9	7.8	Seminars	8	11.5
10	6.8	Appraisal Courses	10	3.8
11	3.9	Related Work	11	1.9

Best Training Sources:

Thirty-eight percent of the brokers and 44% of the salespersons indicated that one of the training sources was better than the others, and they were very much in favor of TAR Institutes and On-the-Job Training, as shown in Table 2. The Two-year College and Appraisal Courses were not selected by any respondents as a best source.

Table 2.--Training Sources Reported as Best.

Brokers		Sources	Salespersons	
Rank	% Selecting		Rank	% Selecting
1	51.3	TAR Institutes	2	39.1
2	20.5	On-the-Job Training	1	43.5
3	10.3	NAR Institutes	-	0
4.5	5.1	Proprietary School	4.5	4.3
4.5	5.1	Four-year College	-	0
7	2.6	Home Study	4.5	4.3
7	2.6	Adult Continuing Education	4.5	4.3
7	2.6	Related Work	-	0
-	0	Seminars	4.5	4.3

Types of Real Estate Work:

In order to verify that respondents were engaged full time in the real estate profession, and to determine if there were any types of real estate

practice not represented in our study, we asked for an indication of the percent of time devoted to various types of real estate practice. Respondents reported eight types of real estate work, plus "Insurance," "Construction," and "Other Interests." The type work in which most Realtors reported spending some time is Residential Sales; 89% of the brokers and 94% of the salespersons reported that some or all of their time is spent in Residential Sales work. In decreasing order of frequency, other types of work reported are: Commercial Sales, Farm and Ranch Sales, Appraisal, Property Management, Land Development, Industrial Sales, and Office Management. Only 4 brokers reported working in Insurance, 3 brokers and salespersons reported working in Construction, and 3 in Other Interests.

Relative Importance of CLASSROOM TRAINING for Selected Subject Areas:

We listed 17 subject matter areas, including specialized real estate subjects and subjects also common to other professions, and asked respondents to indicate their opinion as to whether classroom training in these areas is Essential, Moderately Important, or Not Needed, by a salesperson who is entering the real estate profession. By applying weighting factors to the responses, a rank order for the subject matter areas was derived; i.e., the subject ranked number 1 is considered to be most essential. The ranking is shown in Table 3 below.

Table 3.--Priority for Classroom Training in Selected Subject Areas.

Rank	Subject Matter Areas
1	Real Estate Principles/Fundamentals
2	Real Estate Law
3	Title and Closings
4	Real Estate Finance
5	Sales Techniques
6	Real Estate Appraisal
7	Real Estate Practices/Brokerage
8	Business Math
9	Real Estate Internship
10.5	English
10.5	Economics
12	Real Estate Investments
13	Office Management
14	Property Management
15	Report Writing
16	Introductory Accounting
17	Real Estate Syndications

NONE of these subject areas were judged "Not Needed" by more than 35% of either brokers or salespersons. The listing above could be useful as a general guide to priorities when time for classroom training is limited. Further, it is expected that educational needs in a particular community might generate a different priority listing. For example, a sample in-depth in one urban area in the state indicated that "Sales Techniques" was the number one priority with Realtors who responded to the same survey, although the

general order of priorities was very similar to that of this study.

In comparing responses of brokers with those of salespersons, we found that they agreed very closely in their order of priorities. Salespersons had a higher "Essential" response rate than brokers for Real Estate Principles/ Fundamentals, although both considered this subject the most essential.

Can Real Estate Tasks be Readily Learned on the Job?

We compiled a list of 15 real estate tasks, and asked respondents if the beginning salesperson should learn each of these tasks in a classroom before starting work, or could readily learn them on-the-job after starting work, or whether the tasks were not required of a beginning salesperson. The answers indicated that all of the tasks are required in most offices, and that some combination of classroom and on-the-job training is needed. There was no statistically significant difference between the answers of brokers and salespersons for this item on the questionnaire.

Fifty percent or more of both brokers and salespersons said that these tasks can readily be learned On-the-Job: (Highest percent listed first)

Negotiate with borrowers and lenders for real estate loans
Submit offer to seller
Prepare advertisements for sales
Solicit or obtain listings

Fifty percent or more of both brokers and salespersons said that these tasks should be learned in a training course before starting work: (Highest percent first)

Prepare earnest money agreements
Analyze the income potential of real estate investments
Analyze and explain tax benefits in property sales
Explain financing alternatives and related costs
Explain discount points
Make property appraisals
Work out terms of sales and purchases
Arrange property exchanges and trade-ins
Handle final closing of sale

Sixty-two percent of salespersons said the "Qualify buyers" is a task which can be readily learned on the job, while brokers were about evenly divided between classroom training and on-the-job training. For the task "Manage rental property," opinions were divided about where it should be learned, and 20% of respondents said that it is not required of salespersons.

We believe that the tasks which a majority of respondents indicated require classroom training before starting work are the ones which should get priority when planning formal training courses. NONE of the listed tasks were judged to be "Not Required" by as many as one-fourth of brokers or salespersons, and many respondents commented that most or all of these 15 tasks should be learned through a combination of formal and on-the-job training methods.

COMPETENCY BASED INSTRUCTION

REAL ESTATE SALESMAN AND BROKER TASKS

PRELIMINARY DRAFT - 1 FOR DISCUSSION PURPOSES

Real Estate Curriculum Workshop - Texas A&M - August, 1974

LISTING

In this lesson you will examine practices used in soliciting and preparing listing. This information may be a starting place for developing productive listing skills.

1. List and briefly describe eight positive sources of listings.
2. Describe briefly the importance of the time and place of the listing interview.
3. List and describe three phases of activity involved in conducting the listing interview.
4. Define the necessary content of a listing agreement and three necessary tasks to perform after the client agrees to list his/her property.

STUDENT RELATED ACTIVITY

1. Accompany an active broker on an actual listing interview.
2. View films for positive listing techniques (California Filmstrip Package).

MARKETING

Advertising

Effective advertising is an essential element in successful real estate practice, but advertising is effective only when it achieves the desired result. When you complete this lesson, you will be able to:

1. Identify the two basic types of real estate advertising.
2. Given description of a particular property, students will be able to write an effective real estate advertisement.

Personal Selling

Qualifying the Buyer

In order to conserve both the buyer's and broker's time, it is necessary to find out what the buyer wants and needs. When you complete this lesson, you will be able to:

1. Explain how to qualify a buyer.
2. Outline what factors are necessary in qualifying buyers.

STUDENT RELATED ACTIVITY

1. Visit the classified ad department of the local newspaper and identify the different types of ads available.
2. Using the daily paper want-ads section, divide the class into sections and rate the ads written and published by local brokers.
3. Visit the local homebuilders to determine the most popular size and

price range of property.
4. Preview films on methods of basic selling techniques (California Filmstrip Package).

SHOWING THE PROPERTY

Sales demonstrations are an important part of a salesperson's presentation. Showing the property to a prospective buyer, thus, is the primary factor in completing the sale. When you complete this lesson, you will be able to:

1. Identify what procedures should be completed prior to showing a client specified property.
2. Identify what information should be stressed during the sales call.
3. Identify what factors are considered in determining whether the property is shown.
4. Identify what should be done after the sales call.

STUDENT RELATED ACTIVITY

1. Show slides of several different types of property.
2. Tour vacant homes to get a proper attitude concerning interpretation of buyer's desires.
3. Visit homes during different phases of construction.
4. Show furnished homes.

MORTGAGE INFORMATION

Most purchases of real estate involve financing of some type. Though the broker may be familiar with real estate financing, the clients will most likely need in-depth information concerning mortgages. When you finish this lesson, you will be able to:

1. Explain what information about appraisal, interest rate, down payment, types of mortgages, closing costs and credit checks should be given to the purchasers.

STUDENT RELATED ACTIVITY

1. Have role playing session with mock loan application.
2. Invite local mortgage lender in to discuss and lecture the intricacies of mortgage lending.

OFFER

In this lesson you will consider the offer to purchase real property. You will examine the criteria for exemplifying professional service to your client. In this lesson, you will be able to:

1. Determine the importance of ascertaining the desired escrow arrangements prior to writing the earnest money contract.
2. Explain the importance of properly receipting the earnest money.
3. List and describe three items necessary to obtain a binding earnest money contract.
4. Explain how proper presentation on the broker's part can affect acceptance or rejection of the offer.

STUDENT RELATED ACTIVITY

1. Role play presentation of offers to purchase with counter-offers and addition and deletion of contingencies.

SERVICING THE SALE

Servicing the sale is of utmost importance since such action is instrumental in assuring that related sales procedures are accomplished. The student will examine practices in servicing a real estate sale that takes place after the offer and acceptance have been accomplished and prior to actual closing procedures. After you have completed this lesson, you should be able to:

1. List and describe two necessary steps in securing mortgage arrangements.
2. Describe fully, responsibilities of the title company in the transaction, and how the salesman aids in their task.
3. Define a contract contingency and how it is handled in servicing a sales transaction.
4. Describe how the salesman can facilitate the swift approval of the mortgage loan.
5. Explain how continuous communication with the buyer and seller can assure a smooth course.

STUDENT RELATED ACTIVITY

1. Visit the local title company and examine their facilities.
2. Invite a local title company closer to conduct lecture and question and answer session on title company procedures.
3. Invite local inspectors who will help you fulfill contract contingencies (i.e., plumbing inspectors, electrical, etc.) and allow students to discuss with them all of the aspects of their industry as they relate to the sale of a home.

CLOSING

This lesson will provide you with conditions, tasks and expectations you may anticipate as the real estate practitioner when closing the purchase transaction.

1. Describe time and location on the closing transaction.
2. List five items considered buyer's closing costs and describe each fully.
3. List three items considered seller's closing costs and describe each fully.

STUDENT RELATED ACTIVITY

1. Role play closing situation and have buyer refuse to sign papers.
2. Visit county courthouse and examine area where titles are searched and vital information is sorted.

REAL ESTATE TRANSACTION TASKS

Preliminary Draft

I. LISTING

A. Acquiring Listing Sources

1. Check legal notices
2. Maintain personal contact with previous client
3. Follow-up social contact leads
4. Contact personal officers regarding corporate transfers
5. Properties listed "for sale by owner"
6. MLS pools (expired listings)
7. Telephone techniques
8. Cold canvassing
9. Direct mailing

B. Set Up Listing Appointment with Client

1. Procedure
2. Time
3. Location

C. Conducting Listing Interview

1. Explain how broker will aid homeowner
2. Explain legal obligations of listing agreement
3. Explain method or repairs that would aid in the sale
4. Determine a realistic price for listing
5. Explain financing sources
6. Explain the cost of the sale (points, fees, appraisal, etc.)
7. Secure permission for showing property--placing sign
8. Secure written listing agreement
9. Prepare physical description of property

II. MARKETING

A. Advertising

1. Types of Advertising

a. Institutional
b. Specific
c. Media
d. Effective writing

B. Personal Selling

1. Qualifying the Buyer

a. Determine type property
b. Establish the area and price range
c. Refer to available listings
d. Explain listings while in the office
e. Qualify buyer's ability to pay and/or assume mortgage with client's desired price and financing

2. Showing the property

   a. Call client to see home
   b. Take prospect to property
   c. Explain and stress strong points concerning property
   d. Identify weak points
   e. Determine whether to show a comparable property or not
   f. Leave card if client is not at home
   g. Phone client and explain outcome of showing

3. Mortgage information

   a. Present facts about appraisal and down payment to prospect
   b. Explain the local interest rate and types of mortgages available on property
   c. Give pro and con on types of available property
   d. Explain the closing costs for the prospect
   e. Give information concerning credit check

4. Offer

   a. Qualify offer to the listing or know client's reaction
   b. Determine escrow arrangement
   c. Give receipt for earnest money
   d. Type an earnest money agreement
   e. Explain legal points to prospect
   f. Place any qualifiers that prospect wants
   g. Have prospect sign earnest money contract
   h. Set up appointment with client
   i. Submit signed earnest money contract to client
   j. Advise why you are submitting it to client
   k. Have client sign agreement if acceptable
   l. Contact prospect of seller's acceptance or rejection

5. Servicing the sale

   a. Set up mortgage arrangement
   b. Initiate title search
   c. Fulfill contract contingencies
   d. Be prepared to cooperate with mortgage lender and appraiser to insure swift loan approval
   e. Advise buyer and seller of status of loan and subsequent approval
   f. Initiate closing

6. Closing

   a. Determine when title company can complete legal papers
   b. Set date and time agreeable to all parties
   c. Have all written documents on hand at closing
   d. Be prepared to answer questions, pro or con, on the transactions
   e. Be able to identify or be prepared for one of the parties to try to back out
   f. Secure copies of all executed documents for principals

TRERC-TEA CURRICULUM WORKSHOP
January 8-10, 1976
COMMITTEE REPORTS

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*These course outlines have been expanded and developed into similar formats. Copies are available at no charge from the Texas Real Estate Research Center.

REAL ESTATE CURRICULUM WORKSHOP - JANUARY 8-10, 1976

REAL ESTATE APPRAISAL

The committee on Finance and Appraisal have reviewed the following curriculum outline as prepared by the Workshop meeting in August, 1974 and unanimously agree that it fully covers the field of appraisal for a real estate course.

MEMBERS:

Chairman -- John P. Wiedemer, University of Houston

Reporter -- Clyde Marrs, Cooke County College

Richard L. Chumbley, Richland College (DCCD) Dallas

Bill Glover, Paris Junior College

Kenneth L. Kerley, Wharton County Junior College

Randy Neugebauer, South Plains College

Edward M. Ware, McLennan Community College

Kenneth E. Wright, Brazosport College

THE REAL ESTATE APPRAISAL PROCESS

Preliminary Draft - I For Discussion Purposes

Real Estate Curriculum Workshop

Texas A&M---August, 1974

I. Functions of an Appraisal in our Economy

A. What is an appraisal?
   1. Define appraisal according to the text

B. Essential purpose of an appraisal
   1. List five reasons for an appraisal out of those supplied by the instructor or identified in text--such as establishing value for:
      a. Sales
      b. Taxation
      c. Estate settlement
      d. Loan value
      e. Investment
      f. Market value
      g. Insurance
      h. Rehabilitation
      i. Trade-off
      j. Corporate transaction

C. Functions of a real estate appraisal
   1. Student will be able to list five functions as discussed in this course:
      a. Basis for taxation
      b. Transfer of ownership
      c. Finance
      d. Highest and best use
      e. Fair compensation in condemnation or other legal proceedings

D. List the three factors that determine value in real estate:
   1. Scarcity
   2. Desirability
   3. Utility

E. What constitutes value in real estate?
   1. State the principles that govern value of real estate:
      a. Change
      b. Highest and best use
      c. Supply and demand
      d. Balance
      e. Contribution
      f. Conformity
      g. Substitution
      h. Law of competition
      i. Principle of utility

F. Legal concepts of ownership--The student will distinguish among different legal concepts of ownership as supplied in this course:

1. Fee simple
2. Corporate ownership
3. Leasehold
4. Life estate
5. Community property
6. Joint tenancy
7. Tenancy in common

G. Social implications of real property:
Explain the significance of the stated social factors affecting real property value:
1. Pride of ownership
2. Location
3. Religious
4. Educational
5. Recreational facilities
6. Transportation facilities

H. Economic significance of real property value:
The student will be able to state the economic factors that affect economic value:
1. Food
2. Shelter
3. Clothing
4. Storehouse of wealth
5. Basis for credit
6. Basis for taxation

I. Civic implications of real property:
The student will list the civic implications that affect real property values:
1. Establishment and support of law and order by taxation
2. Establishment and support of fire, health, educational facilities in municipalities
3. Zoning laws
4. Building codes

II. Define the Problem --- The student will:

A. Be able to write a concise statement of the problem to be handled in an appraisal process. (Instructor may bring an actual appraisal of existing property as a set of plans on a proposed residence or a text case study.)

B. Specifically identify property to be appraised:
1. Legal description
   a. Lot and block
   b. Metes and bounds
2. Street address
3. Specific property rights involved

C. State purpose of the appraisal and indicate which purpose by circling the item in the following list:
1. Sales
2. Taxation
3. Estate settlement

4. Loan value
5. Investment
6. Market value
7. Insurance
8. Rehabilitation
9. Trade-off
10. Corporate transaction

D. As supplied in the text, state the proper definition of the value involved in this appraisal

III. Make a Preliminary Survey --- The student will:

A. After examining all pertinent data, state the highest and best use of this property based on the analysis of:
1. Site
2. Improvements
3. Neighborhood
4. Other supporting data

B. Collect data needed to make this appraisal

C. Estimate daily or hourly time involved in completing appraisal, any additional expenses, or services of specialists; and write a commitment letter for client's approval

IV. Plan the Appraisal --- The student will:

A. Make a preliminary outline of the work involved in gathering and processing the data to the three approaches to value

B. Show trends affecting the value of the property to be appraised:
1. Population trends
2. Economic trends
3. Political trends
4. Employment and income trends
5. Trends in purchasing power
6. Neighborhood trends
   a. Social data
   b. Physical data
   c. Economic data
   d. Governmental data

V. Apply the Cost Approach --- The student will:

A. Estimate and justify the value of land included in the property

B. Estimate and justify the reproduction cost of the new buildings

C. Estimate and justify loss in value from depreciation:
1. Deterioration
2. Functional obsolescence
3. Economic obsolescence

D. Deduct depreciation from reproduction cost estimate

E. Correlate cost data and make a preliminary cost approach estimate

VI. Apply Income Approach --- The student will:

A. Analyze gross income as to:
   1. Volume
   2. Quality
   3. Durability

B. Prepare and justify a forecast of gross income

C. Analyze past and current operating costs

D. Prepare and justify a forecast of operating costs

E. Compute net income

F. Select and justify a capitalization rate
   1. Acceptable class discussed methods

G. Determine probable future depreciation and justify appropriate depreciation methods to be used

H. Select and justify the appropriate method of capitalization and make computations using the appropriate formula

I. Correlate income approach estimates and establish a value according to the income approach

VII. Apply the Market Data Approach --- The student will:

A. Survey the area to locate comparable properties which:
   1. Were recently sold
   2. Have had offers to purchase
   3. Are presently up for sale
   4. Are of public record
   5. Are rented
   6. Are vacant
   7. Are being constructed

B. Organize and correlate the above information and analyze comparable properties in regard to:
   1. Date of sale
   2. Length of time property was offered
   3. Advertising and sales effort involved
   4. Terms of sale

C. Compare subject property in detail with each comparable property and make adjustments for the variences between the comparable and the subject property

D. Correlate market data and make a preliminary market estimate

VIII. The student will correlate the three approaches by analyzing each approach and determining which approaches best apply to the subject property and apply a weighed average to the approach or approaches that are most applicable to a final value estimate by:

A. Reconsideration of purpose of appraisal

B. A careful review of each step in each approach

C. The use of adjustment factors designed to reflect the adequacy

and reliability of the available data

IX. The student will write the appraisal report on the forms provided

The appraisal process was modified from Introduction To Real Estate Appraisals published by the National Association of Realtors (NAR) 1973 and can be obtained for $1.50 per copy. The committee felt that this sixteen lecture outline series would be an excellent instructor reference and tried to modify and update the appraisal process from this source. Complete copies can be obtained from:

Department of Education
National Association of Realtors
155 East Superior Street
Chicago, Illinois 60611

1974 APPRAISAL COMMITTEE:

Mr. Bill Barber, Brazosport College

Mr. Kenneth Cullivan, San Jacinto College

Mr. Harland Doak, University of Houston

Mrs. Leslie Pray, West Texas State University

Mr. David Robinson, Andrews Independent School District

Mr. Dean Stout, Texas A&I, Kingsville

REAL ESTATE CURRICULUM WORKSHOP - JANUARY 8-10, 1976

BROKERAGE

After basic principles have been mastered, the next level is agency and/or the third party relationship.

Facets of a Brokerage Program:

1. Knowledge
   - A. Economics
   - B. Social
   - C. Legislative
2. Establishing Integrity
3. Communication ability
4. Office management
5. Selecting and training personel
6. Specialization of service
7. Creation of Gross Income
   - A. Agents for R.E. Rights transfer
     1. Listing
     2. Selling
     3. Manager
     4. Insurance
   - B. Consulting
8. Programming outside expertise
   - A. Appraising
   - B. Financing
   - C. Legal
   - D. Taxation
   - E. Engineering and building
9. Creativity
10. Salesmanship

MEMBERS:

Chairman -- Jim Chilcoat, Victoria College

John Keating, Tarrant County Junior College District

Bill McDaniel, Dallas Community College

Bill Pohl, Austin Community College

Ruth Robinson, Houston Community College

REAL ESTATE CURRICULUM WORKSHOP - JANUARY 8-10, 1976

REAL ESTATE FINANCE OBJECTIVES

To give the student a better understanding of:

A. The workings of real estate finance by reviewing its historical development.

B. Our monetary system and its affect on the flow of money into the real estate market through local lending institutions.

C. Loan applications and underwriting procedures of local financial institutions.

D. Instruments, terminology and closing costs.

E. Specific information as to specialized lending procedures.

I. Background and History

II. Local Sources of Money
- A. Savings & Loan Associations
- B. Commercial Banks
- C. Mortgage Companies
- D. Insurance Companies

III. Monetary Systems
- A. Federal Reserve System
- B. How the banking system operates

IV. Secondary Markets
- A. Federal Home Loan Mortgage Corporation (FHLMC)
- B. Federal National Mortgage Association (FNMA)

V. Mortgage Companies
- A. Operation Procedures
- B. Policies

VI. Federal Government Programs
- A. Veterans Administration (VA)
- B. Federal Housing Administration (FHA)
- C. Government National Mortgage Administration (GNMA)

VII. Loan Applications
- A. Payment to income ratio
- B. Total obligations to payment income ratio
- C. Loan to value ratio

VIII. Analyzing Financial Statements
- A. Credit Reports
- B. Qualifying loans to borrowers

IX. Appraisals
- A. Reproduction approach (cost)
- B. Market Data approach
- C. Income approach

X. Closing Costs
- A. Items included
- B. Discussion of Title Policies

XI. Promissory Note & Deed of Trust
- A. Other types of mortgages
- B. Differences of Deeds of Trust

XII. Alternatives
- A. Assumptions
- B. Contract for Deed
- C. Contract of Sale
- D. Wrap around mortgage
- E. Exchange

XIII. Income Producing Property Loans

XIV. Development and Construction Loans (Optional)

XV. Review and Exam

MEMBERS:

Chairman -- John P. Wiedemer, University of Houston

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Bill Glover, Paris Junior College

Kenneth L. Kerley, Wharton County Junior College

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Edward M. Ware, McLennan Community College

Kenneth E. Wright, Brazosport College

REAL ESTATE CURRICULUM WORKSHOP - JANUARY 8-10, 1976

REAL ESTATE INVESTMENT

Chairman -- Bill Pohl, Austin Community College

Reporter -- Bill McDaniel, Dallas Community College District

Premise - Student has recently completed three of the following four courses:

1. Real Estate Principles
2. Real Estate Appraisal
3. Real Estate Finance
4. Real Estate Law

Broad Objective:

To develop student understanding of the characteristics and benefits of Real Estate Investment.

Course Outline:

I. Introduction:
   - A. Characteristic of Real Estate Investment
     1. Positive factors
        - a. Income Production
        - b. Capital Appreciation
        - c. Tax Benefits
     2. Negative factors
        - a. Illiquidity
        - b. Inflexibility
        - c. Relative high risk
        - d. Anticipation of changing legislation
     3. Basic Do's and Don'ts
        - a. Don't trust anybody
        - b. Consult competent CPA's and attorney's who are knowledgeable
        - c. Supervise all funds.
        - d. Consistent follow-up on progress of investments.
   - B. Review and Terminology

II. Evaluation techniques used in Investment Analysis
   - A. Financing and leverage techniques
     1. Overall rate of return computation
     2. Constant computation and analysis
     3. Analysis and comparison of overall rate to constant
   - B. Capitalization techniques
   - C. Internal rate of return analysis
   - D. Present value analysis

III. Taxation
- A. Types of Depreciation
  - 1. Straight line
  - 2. Accelerated
    - a. Double Declining Balance (DBL)
    - b. 150% declining balance
    - c. Sum-of-Year Digit (SYD)
  - 3. Component Depreciation
  - 4. Bonus Depreciation
- B. Types of Property
  - 1. Residential (maximum depreciation)
    - a. First user 200% (DCL) Declining Balance
    - b. Second user 125% (DCL) Declining Balance
  - 2. Non-Residential (maximum dpreciation)
    - a. First user 150% (DCL) Declining Balance
    - b. Second user Straight Line
- C. Awareness of basis calculation and recapture methods.

IV. Forms of ownership
- A. Sole Proprietorship
- B. Partnerships
  - 1. Joint Venture
  - 2. Limited Partnership
- C. Corporation
- D. Sub-Chapter S Corporation
- E. Real Estate Investment Trust (REIT)

V. Various Methods of Financing
- A. Interim
- B. Permanent
- C. Define Gap and Standby

VI. Various types of Real Estate Investment considerations
- A. Site Selection
- B. Specific types of Investments
  - 1. Raw Land - Analysis and case studies
  - 2. Income Property - Analysis and case studies
    - a. Multi-family
    - b. Single-family
    - c. Office
    - d. Retail
    - e. Industrial

Footnotes:

A. Numbers one (I) thru five (V) are definitive information and should be covered lightly.

B. The most significant portion of course is number six (VI), which is the analysis and cases studies regarding the various types of Real Estate Investment.

C. It is recommended that as many handouts (definitions) as possible be used in numbers one (I) thru six (VI).

REAL ESTATE CURRICULUM WORKSHOP - JANUARY 8-10, 1976

REAL ESTATE LAW COMMITTEE

Objectives:

I. To write a suggested outline of topics to be covered in R.E. Law.

II. To write suggested learning objectives for R.E. Law topics outline.

REAL ESTATE LAW OF TEXAS TOPICS:

I. Real Estate -- A Legal Concept
   - A. Land, real property, and real estate
   - B. Improvements
   - C. Fixtures:
     1. Trade fixtures
     2. Chattel Mortgage Registration
   - D. Hereditaments
   - E. Appurtenances

II. Land Descriptions:
   - A. Acreage
   - B. Platted Land:
     1. Map plans for subdivisions
     2. City, County, and State Ordinances affecting subdivisions.

III. Real Property Rights & Estates In Land:
   - A. Freehold Estates:
     1. Fee simple absolute
     2. Fee simple upon conditional limitation:
        a. Condition precedent
        b. Condition subsequent
     3. Fee simple determinable
     4. Life estates and remainders
   - B. Non-Freehold Estates:
     1. Tenancy for term of years
     2. Tenancy from year to year or month to month
     3. Tenancy at Will
     4. Tenancy by sufferance
   - C. Other Estate (non-possessory interests):
     1. Profits
     2. Easements
     3. Licenses
     4. Security Interests
   - D. Community Property
   - E. Concurrent Ownership
     1. Tenants in common
     2. Joint Tenants
     3. Partnerships
     4. Syndicates:
        a. Trust
        b. Corporate
   - F. Statutes of Limitation Affecting Title

IV. Contracts:
- A. Listing Agreement
  - 1. Types
  - 2. Essentials
- B. Earnest Money Contract
  - 1. Essentials of a valid contract
  - 2. Flaws and common errors
- C. Promulgated Forms

V. Conveyances:
- A. Deeds:
  - 1. Types
  - 2. Essentials
  - 3. Covenants
  - 4. Restrictions
- B. Conversions (also see "Liens")
  - 1. Voluntary:
    - a. Testamentary
    - b. Gift
  - 2. Involuntary:
    - a. Escheat
    - b. Eminent Domain
    - c. Intestate Succession

VI. Encumbrances:
- A. Liens:
  - 1. Voluntary:
    - a. Deed of Trust
    - b. Vendors' Lien
    - c. Mechanic's and Materialman's Lien Contract
  - 2. Involuntary:
    - a. Judgments
    - b. Government
      - 1. Tax
      - 2. Assessment
    - c. Affidavits of Mechanics Liens
  - 3. Exemptions
    - a. Homesteads
    - b. Personal Property
  - 4. Security interests under the Uniform Commercial Code
    - a. Filing requirements
    - b. Priorities
    - c. Perfecting
  - 5. Landlord's Lien
    - a. Contractual
    - b. Statutory
  - 6. Statutes of Limitation Affecting Liens
- B. Foreclosures:
  - 1. Mortgages
  - 2. Deed of Trust
  - 3. Vendor's Lien
  - 4. Summary
  - 5. Court
  - 6. Powers of Sale

VII. Recording of Instruments:
- A. Effect of Recording
- B. Requirements
- C. Process
- D. Other systems

VIII. Evidences of Title
- A. Abstracts
  - 1. Supplements
  - 2. Attorney's opinion
- B. Title Insurance
  - 1. Types
  - 2. Elements
  - 3. Exceptions
  - 4. Indemnification
  - 5. Regulations
- C. Title Certificates
  - 1. Torrens
  - 2. Other

MEMBERS:

Chairman -- C. Kenneth Sheffield, San Jacinto College

Reporter -- W. J. Sowers, College of the Mainland

Cody T. Copeland, Amarillo College

Ben Hardin, Brazosport College

Bill Jennings, Tarrant County Junior College District

Gwen Reese, Amarillo College

REAL ESTATE CURRICULUM WORKSHOP - JANUARY 8-10, 1976

PRINCIPLES AND PRACTICE

I. Recommend that institutions offering a Real Estate Program identify a course within their curricula which:
   A. Constitutes a broad introduction to the Real Estate profession.
   B. Covers, as a minimum, the subjects outlined in paragraph 7a of the Real Estate Licensing Act (RELA) which states:

> "Courses of study required for licensure shall include but not be limited to the following: arithmetical calculations as used in real estate transactions; rudimentary principles of conveyancing; the general purposes and effect of deeds, deeds of trust, mortgages, land contracts of sales, leases, liens, and listing contracts; elementary principles of land economics and appraisals; fundamentals of obligations between principal and agent; principles of real estate practice and canons of ethics pertaining thereto; and the provisions of this Act and rules and regulations of the Commission."

   C. Offers three semester hours credit.

II. Recommend that Texas Real Estate Commission (TREC) be advised of the course title and general content of the course.

III. Recommend the introductory course include the following subjects in addition to those subjects required by paragraph 7a of the Real Estate License Act (RELA).
   A. History of Real Estate
   B. Real Estate taxative and governmental controls.
   C. Real Estate financing.
   D. Rights and obligations pertained to ownership of real property.

IV. Recommend that participating institutions furnish copies of their curricula and/or syllabi and changes thereto, to Texas Real Estate Research Center (TRERC) for publication in the "Educator" on a space available basis.

MEMBERS:

Chairman -- John Nutt, Central Texas College

Reporter -- Laura Lee Honea, Houston Community College

Jack Caesar, Temple Junior College

Alice Cater, Lamar University

Gene Edwards, Houston Community College

E. W. (Red) Phares, Tarrant County Community College District

Marvin Carl Ray, Navarro College

Violet Shirey, Bee County College

D. W. Thomas, Texas Education Agency

Paul G. Tittle, Odessa College

N. R. Vaught, Midland College

REAL ESTATE CURRICULUM WORKSHOP - JANUARY 8-10, 1976

REAL ESTATE SALESMANSHIP WORKSHOP REPORT

It was recommended that all Real Estate Associate Degree programs contain a Real Estate Salesmanship course. A principle course should be taken prior to or concurrently with the sales course or the student should already be licensed.

The salesmanship course should contain:

Theory of Prospecting
Closing
Listings

As well as techniques on processes in practical application, including examples and case studies, the committee suggested Robert Moore's syllabus which is attached.

MEMBERS:

Chairman -- Bob Moore, McLennan Community College

Reporter -- Robert Goforth, San Antonio College

Kenneth Barclay, Central Texas College

Kenneth Litherland, Bee County College

Sid Streicher, Odessa College

McLENNAN COMMUNITY COLLEGE
WACO, TEXAS

Real Estate Marketing

Instructor: Robert E. Moore GRI
Syllabus

I. INTRODUCTION

This course offers a unique learning experience in the application of selling techniques employed by the professionals in the real estate field. The ownership of real estate is one of such great importance to the preservation of the American way of life that it requires no stretch of the imagination to say the real estate sales field is one of tremendious scope and unlimited possibilities. To be sure, the opportunities are unlimited, yet the basic cause of success for every real estate sales person is a clear understanding of SALESMANSHIP. This course has been designed to facilitate the absorption and utilization of the most current effective ways to sell real estate.

II. OBJECTIVES

The aim of this course is to:

a. acquaint the student with the opportunities in the real estate field.
b. inform the student of the basic elements of the sales cycle of listing property.
c. inform the student of the basic elements of the sales cycle involved in arrangement of financing of property.
d. inform the student of the basic elements of the sales cycle involved in the offer between buyer and seller.
e. establish a workable prospect system, that each student will use.
f. provide a telephone approach system, that each student will use for obtaining listings and for incoming ad calls.
g. arrange for each student to design a sales presentation book for listing and selling property.

III. COURSE MATERIAL

Text-Real Estate Salesman's Handbook, National Association of Realtors, Seventh Addition.

3 Ring notebook binder and tabs

3x5 file card box, 3x5 index cards, 30-3x5 index guides

Calendar appointment book

IV. COURSE REQUIREMENTS

Students are expected to attend scheduled classes, participate in class discussions, study course material and assignments, develop a prospecting system, prepare telephone appointment and call in systems, design and present a visual listing presentation, complete any additional case study assignments and tests that are assigned. Absences have a detremental impact on grades.

V. EXAMINATIONS

a. two major examinations will be held, one at mid-term and the other as a final. The questions will be taken from the text, and from any supplemental material that is discussed in class.

b. tests may be given at each class meeting and may be of the open book type.

c. development of a prospecting system counts for 20% of the grade; design and preparation of a listing and sales presentation visual-20%; mid-term examination-20%; final examination-20%; and class participation-20%.

d. the grading scales is: A-90 thru 100; B-80 thru 89; C-70 thru 79; D-60 thru 69; F-0 thru 59.

VI. CLASS PROCEDURE

a. class periods are devoted to:

1. lecture
2. audio visual aids and displays
3. student participation
4. quizes
5. role play of sales presentations
6. field trips to review listings.
7. roll call

b. students are expected to prepare prospect card information, sales presentations, do outside reading, determine market values and conditions, complete assignments in the text, and be aware of current events that affect real estate.

c. students will be encouraged to submit an evaluation of the course, teaching methods, and make recommendations prior to completion of the course, with complete assurance that grades are not effected by the evaluation.

VII. CONTENTS

First Week — Review of syllabus, course discussion, and text review. REAL ESTATE SALESMAN"S HANDBOOK COMMUNICATIONS IN THE REAL ESTATE INDUSTRY
Broker - salesman relations. Contract of employment. Commissions. Office procedures. Company loyalty.

Second Week — LICENSE LAW & EDUCATION REQUIREMENTS
Qualifications. Real Estate laws. Contracts, escrow, and closings. Financing, mortgages & deeds of trust.

Third Week — ATTITUDE
Building successful sales qualities. Goals. Plans. Interest. Knowledge. Belief. Human behavior.

Fourth Week — PROSPECTING
Types and systems. Methods of prospecting. Cold call. Observation. Old customers. Owners.
THE PROSPECT BOX
Preparation of a prospect system. Habits of prospecting.

Fifth Week — MANAGING TIME EFFECTIVELY
Important-imperative concept. Thieves of time. Starting a daily diary. Time planning. Tools for time planning.

Sixth Week — SELLING WITH PSYCHOLOGY
The "selling" personality. Selling as a process. Arguments for home ownership. What motivates the buyer.
PERSUASION
The atmosphere for a closing. Magic words. Listening.

Seventh Week — ENTHUSIASM
Development of enthusiasm. Definitions. Becoming enthusiastic. The sources of enthusiasm.
THE SALES CYCLE
Theory. Preapproach. Introduction and approach. Presentation. Resolving buyer doubts. Close.

Eighth Week — MIDTERM EXAMINATION
DISPLAY AND USE OF PROSPECT BOX
HOW TO USE THE TELEPHONE
Telephone appointment systems. Costs and record keeping. Theories of getting appointments.
REVIEW OF MIDTERM EXAM

Ninth Week — HOW TO GET APPOINTMENTS continued
Handling stalls and objections. Special rules for incoming calls. How to get listing appointments. Cold calls for listings.
WRITE A TELEPHONE APPROACH
Overcome stall.

Tenth Week — HOW TO GET LISTINGS
Listings - the starting place. A workable approach. Selling the seller. Follow up of listings.

Eleventh Week — HOW TO GIVE A LISTING PRESENTATION
Development of a workable listing presentation.
PREPARATION OF A LISTING VISUAL

Twelfth Week HOW TO MANAGE YOUR LISTINGS
Special services. Follow up. Appraisal methods. Record keeping. Multiple listing services. Know your financing. When to list. Pricing.

Thirteenth Week BRINGING BUYER AND SELLER TOGETHER
Finding buyers. Open houses. Qualifying buyers. Working with buyers. Showing houses.
PRESENT LISTING PRESENTATIONS

Fourteenth Week BRINGING BUYER AND SELLER TOGETHER continued
Preparing the seller. Keeping the owner informed. Statements to buyers and sellers.
PRESENT LISTING PRESENTATIONS

Fifteenth Week CLOSING THE SALE
The art of negotiations. How to use the contract. Legal wording. Earnest money deposits. Closing check list. How to handle stalls and objections. Follow up.
PRESENT LISTING PRESENTATIONS

Sixteenth Week FINAL EXAMINATION
PRESENT LISTING PRESENTATIONS

VIII. BIBLIOGRAPHY

AUTHOR	TITLE	PUBLISHER
Ling	HOW TO GET APPOINTMENTS BY TELEPHONE	SMI - 1318
Mason	HOW TO OVERCOME SALES OBJECTIONS	SMI - 1319
Krueger	HOW TO SELL REAL ESTATE	SMI - 1346/2
Meyer	HOW TO PROSPECT YOUR WAY TO MILLIONS	SMI - 1323/2
Roth	SECRETS OF CLOSING SALES	SMI - 1324
Manzitto	SUCCESSFUL REAL ESTATE SELLING	SMI

REAL ESTATE CURRICULUM WORKSHOP - JANUARY 8-10, 1976

COURSE OBJECTIVES FOR

TITLES, ABSTRACT, ESCROW AND CLOSING PROCEDURES

1. To acquaint the students with the history of land titles.

2. Develop the student's ability to use and understand legal descriptions of land.

3. Prepare the students to recognize which instrument of conveyances are used to transfer title.

4. To make the student cognizant of the various processes including judicial which transfer title.

5. Create the student's awareness of factors including governmental regulations which affect the use of land.

6. Broaden the student's knowledge of different types of liens which affect the title of real property.

7. Field trip to Abstract Plant.

8. Instruct the student in the identification and use of the various sales contracts.

9. Acquaint the student with various closing procedures.

10. Introduce the student to new legislation affecting transfer of titles, closing transactions and other pertinent real estate matters.

MEMBERS:

Chairman -- Irene Francis, Tarrant County Junior College District

Reporter -- Rohlin Sullender, South Plains College

LEARNING ENVIRONMENT

After the establishment of a curriculum and the organization of each individual course, the next step is to establish the correct learning environment that would facilitate the behavioral objectives established for each element of the course.

There are several methods of conveying information and meeting behavioral objectives which include: Committee Reports and discussions, Individual Reports and assignments based on the individual's real estate interests, Role-playing as buyer, seller, salesman and broker; Micro teaching variation (Micro-selling) Lecture or summarizing important points to provide course continuity; outside speakers on specifically related topics; Field trips which are well planned and executed to representative types of firms; and Evaluation and Grading that aids the student in meeting his career objectives.

Any one of these methods, if overused, could be detrimental to an effective real estate program. In the past, straight lecture and use of too many guest speakers who were either not given an outline or failed to follow it, have caused some detrimental comments concerning real estate education.

TEACHING WITH FILMS OR FILMSTRIPS

Films should be used to communicate information, to change attitudes, to develop skills, to build interests, or to raise problems. Skillful teachers use films to invoke learning through stimulation of the various senses.

Important things to remember and practice when using films:

A. Films may be used to invoke moods and to emotionalize certain types of learning.

B. Sometimes unfamiliar films can be used to test the abilities of students to apply principles which have been previously taught in class.

C. Films can be shown more than once and, on some occasions, the sound can be shut off to let the pictures carry the message or to invite students' participations in explaining the meaning of the action.

D. Sometimes only parts of a film may be shown. Other times the film may be stopped at a predetermined scene to invite class discussion or to check on student understanding.

E. The only really effective way to study a film and to prepare to use it with your class is to preview it with pencil in hand, taking notes as the film progresses.

F. <u>Develop Class Readiness</u>

Discuss what is already known about the subject of the film and lead into what might be expected from its showing.

Introduce key words by listing them on the board. Have the class become familiar with their meanings in advance of the showing.

Develop a list of questions which may be answered at least partially by the film.

Have different students pay particular attention to sections of the film which answer certain questions for which they are responsible.

Use a filmstrip of one or more flat pictures on the same subject to develop basic ideas with which the film is concerned.

G. IT SHOULD BE MADE CLEAR WHY STUDENTS ARE SEEING THE FILM AND WHAT THEY ARE EXPECTED TO LEARN FROM IT.

INSTRUCTOR'S GUIDE FOR USING CALIFORNIA REAL ESTATE PRACTICE (REP) MULTI-MEDIA LESSONS

I. Introduction

Since a number of Texas Colleges are using this multi-media series, the TRERC wanted to share further information concerning these lessons. The REP series could be used in a principles class, practice class, or selected lessons could apply to appraisal, finance, development, sales, mathematics, management and investment. The complete series cost approximately $37,000 to develop. The lessons are being distributed at the cost of duplication, $16.00 per set.

An important aspect of the series is to reduce the amount of time an instructor has to spend in developing a lecture or demonstration series and increases the amount of time that he can spend with individual students.

The lessons could be oriented toward individual use and used on a self-paced basis. However, the lessons could also be used in a group or class setting. The series involves both active and passive learning.

II. Components of the Series

Each of the 15 lessons include:

1. A 35mm filmstrip
2. A cassette tape (30 minute)
3. A worksheet coordinated with the filmstrip and tape
4. A post-test

III. Suggestions for Use

1. Preview each lesson in the series.
2. Evaluate each lesson as to its best application (individual or group instruction) and how it fits your real estate curriculum, i.e., use selected lessons in several areas or use the complete series in one course.
3. Develop behavorial objectives for each lesson (what do you want the students to learn and how do you know when they achieve it).
4. Duplicate worksheets and post-tests.
5. Determine outside assignments.
6. Decide how to use post-tests.

7. Determine the valuation placed on worksheets and post-tests in the student's overall course evaluation.
8. Plan for audio-visual and backup equipment. (Assign a student for this responsibility.)

IV. The Real Estate Practice

The 15 lessons are briefly described below and a media catalog can be ordered for complete information. Some of these lessons are California oriented and will not apply to your specific needs but overall this series is an excellent educational tool.

Lesson:

1. CALIFORNIA PERSPECTIVES-introduction to the development of the real estate industry and real estate organizations.
2. ESTABLISHING THE REAL ESTATE OFFICE-identifies four ownership options, specialties, and common considerations in establishing an office and carrying on business.
3. OBTAINING AND PREPARING LISTINGS-four basic types of listings, their advantages and disadvantages, methods of obtaining listings, and listing servicing.
4. REALISTIC PROPERTY VALUATION-bases upon which property valuations need to be made, factors which influence marketability, and procedures for helping clients arrive at realistic listing values.
5. REAL ESTATE ADVERTISING-basic practices, policies, and procedures for establishing advertising programs and evaluating their effectiveness.
6. PROSPECTING-techniques for continuously identifying possible prospects and procedures for their initial qualification.
7. SELLING REAL ESTATE-practices and procedures for establishing and carrying out effective sales activities.
8. REAL ESTATE FINANCE-distinguishes between common instruments of finance and describes alternative techniques for obtaining funds needed to consummate a transaction.
9. USING DEPOSIT RECEIPTS IN CLOSING SALES-explains in detail the use of a standard CREA, "Real Estate Purchase Contract and Receipt for Deposit", in closing and negotiations.

Lesson:

10. TAXES AND REAL ESTATE TRANSACTIONS-describes taxes which affect real estate and which may influence real estate investment or transaction decisions for buyers or sellers.

11. REAL ESTATE EXCHANGES-defines requirements and benefits which may accrue through a real estate exchange, identifies reasons why people may seek an exchange, describes techniques for balancing equities, calculating parties' tax status, and determining new tax bases.

12. REAL ESTATE INVESTMENT-distinguishes between basic kinds of investments, examines investment criteria, and describes factors which real estate investors need to consider.

13. PROPERTY MANAGEMENT-explains the functions and responsibilities of the professional property manager in merchandising and operating income properties.

14. BUSINESS OPPORTUNITIES BROKERAGE-describes characteristics and problems unique to sales of business opportunities.

V. Summary

Media catalog or lessons ($16.00 each) can be requested from:

Special Projects Section, Multi-Media
Mt. San Jacinto College
21400 Highway 79
San Jacinto, California 92383

INSTRUCTOR'S GUIDE FOR USING CALIFORNIA REAL ESTATE LAW (REL) MULTI-MEDIA LESSONS

I. Introduction

Mt. San Jacinto College has completed a second real estate multi-media series. The first series "Real Estate Practice" was reviewed in the February issue of the Educator. This second series is well done and worth the $16.00 per set. There is a problem with this series on the California real estate laws which on many occasions are contradictory to Texas law. A non-lawyer teaching real estate law should clarify some of the points stressed in these lessons before using this series in a classroom.

II. Components of the Series

Each of the 15 lessons include:

1. A 35mm filmstrip
2. A cassette tape (30 minutes)
3. A worksheet coordinated with the filmstrip and tape
4. A post-test

III. Suggestions for Use

1. Preview each lesson in the series.
2. Evaluate each lesson as to its best application (individual or group instruction) and how it fits your real estate curriculum, i.e., use selected lessons in several areas or use the complete series in one course. Clarify certain points of California law as to the Texas application.
3. Develop behavorial objectives for each lesson (what do you want the students to learn and how do you know when they achieve it).
4. Duplicate worksheets and post-tests.
5. Determine outside assignments.
6. Decide how to use post-tests.
7. Determine the valuation placed on worksheets and post-tests in the student's overall course evaluation.
8. Plan for audio-visual and backup equipment. (Assign a student for this responsibility.)

IV. Real Estate Law (REL)

The 15 lessons are briefly described below and a media catalog can be ordered for complete information. Some of these lessons are California oriented and will not apply to your specific needs but

overall this series is an excellent educational tool.

Lesson:

REL 1. SOURCES OF LAW AND LAND TITLES--Three bases for generating and enforcing laws. Source of the California Real Estate Commissioner's powers. Types of legal actions. Evolution of the current land titling system.

REL 2. THE NATURE AND CLASSES OF PROPERTY--Differences between real and personal property. Four major types and ten elements of real property. Conveyance and severance processes. Four tests for fixtures.

REL 3. EASEMENTS, ESTATES AND TRUSTS--The implementation, use and termination of easements. Types and basic purposes of estates and trusts. Legal characteristics of future interests.

REL 4. TITLE TRANSFER BY DEED--The nature of title. Three basic types of title deeds. Methods for title acquisition and transfer. Fundamental requirements for deed validity. The agent's powers as client's attorney-in-fact.

REL 5. TITLE TRANSFER BY OPERATION OF LAW--Title acquisition or transfer through the processes or consequences of adverse possession, eminent domain, dedication, escheat, involuntary alienation, equitable estoppel, abandonment and forfeiture.

REL 6. OWNERSHIP FORMS AND THEIR IMPLICATIONS--The basic forms: co-ownership, joint tenancy, tenancy in common and community. Differences between partnerships, syndication, joint ventures and corporations. Ownership in terms of various multiple housing developments.

REL 7. INCIDENTS OF OWNERSHIP--Bases and procedures for legal descriptions of real property. The intent and administration of the California Subdivided Lands Act and the Subdivision Map Act. Creation, enforcement and termination of C.C. & R.'s. Three types of ownership obligations.

REL 8. RECORDING, NOTICE AND HOMESTEADS--The two basic U.S. recording systems. The California system and procedures. Classes of documents that must be recorded. Actual notice contrasted with constructive notice. Purposes and procedures for California Homestead declaration and termination.

REL 9. CONTRACTS AND CONTRACTUAL OBLIGATIONS--The nature and four essential elements of a contract. Bilateral and Unilateral contracts. The illusory test. Five ways to minimize illusory conditions. Five contract defenses. Purposes and legal effects of five real estate contract forms. Legal and equitable remedies for breach.

REL 10. VOLUNTARY LIENS--Legal import of a promissory note. Elements creating a negotiable note. Negotiability and remedies of promissory notes. The functions of legal parties to a deed

of trust. Legal effects of four clauses commonly included in deeds of trust. Creditor and debtor rights in judicial and non-judicial foreclosure. Establishing deed priorities.

REL 11. INVOLUNTARY LIENS ON REAL PROPERTY--The creation and remedies for five types of involuntary liens. Priorities of voluntary and involuntary liens. Limiting owner-liability for mechanic's liens. Time-lines for creation and payment of tax liens.

REL 12. DEED RESTRICTIONS AND ZONING--Creation, documentation and termination of private restrictions. Nature, functions and remedies for covenants and conditions. Zoning ordinance purposes, justification, creation variances and defenses against. Basis for building codes and impact studies.

REL 13. LEASES AND LANDLORD-TENANT RELATIONSHIPS--Four types of lease tenancies. Fourteen common lease elements. Broker's status in lease preparation. Legal actions for breach of condition and breach of covenant; for curable and non-curable breach. Types of gas and oil leases. Rights or interests retained by gas and oil lessors.

REL 14. BROKERS' RIGHTS, DUTIES AND RESPONSIBILITIES--The legal nature of agency relationships. Three fundamental worker-employer relationships. Two broker employment roles. Salesmen's employment status. Broker's listing preparation obligations. Bases for terminating agency. Agents authority and fiduciary duties. Legal consequences of six types of misrepresentation. Requisites for earning a commission.

REL 15. ESCROWS AND TITLE INSURANCE--Three essential elements to create an escrow. Three situations requiring an escrow. Requirements and exceptions for establishing an escrow office. Duties of the escrow holder. Status of title and parties rights during the escrow process. Risk under Common Law, the Uniform Vendor and Purchaser Act, and Basic Insurance Law. Typical coverages under CLTA and ALTA title policies.

V. Summary

Media catalog or lessons ($16.00 each) can be requested from:

Multi-Media Office
Mt. San Jacinto College
21400 Highway 79
San Jacinto, California 92383

Mt. San Jacinto College has also completed a 15 lesson real estate practice multi-media series (February Educator).

The TRERC has selected lessons from both the Real Estate Practice and Law Series. Lessons can be requested on a two-week loan basis for classroom use or preview. The complete set can be previewed at TRERC.

TEACHING TECHNIQUES

TRERC Comments on Internships

The internship experience, whether called Practicum, Coordinated Workstudy, Action Learning, or Internship, enables the student to adapt real estate theory to the world of work. This transition period from classroom to industry can best be done by the coordinated efforts of both educators and real estate practitioners. Close supervision and guidance during this transition period enables the student to excel on his first job without the usual traumatic transition into his first real estate position. The student who has successfully completed this experience should have the minimum skills and applied knowledge to enter a real estate office ready to work not to be trained.

The key to having an effective internship program is the support and direction of your local real estate community. Local practitioners will provide the work stations and professional supervision necessary for the student's transition to the world of work. Industry leadership can be provided by the college's real estate advisory committee and real estate professional organizations such as the Texas Association of Realtors.

ESTABLISHING A VIABLE REAL ESTATE INTERNSHIP PROGRAM

By Robert Goforth - Real Estate Program Director, San Antonio College

In the first few meetings we try to get the students to understand that "school is a concept and not a place". The job is the best place to put theory to practice. Who was it that said?

> "The road to wisdom is easy to express,
> You err and err and err again,
> But do it less and less."

It is a mixed group of students; some have a lot of experience and some very little. We discuss techniques in problem solving and types of projects that would be good research subjects to write about. The students are shown projects that others have presented, as well as Keithley's Style Manual, and point out common mistakes in selecting topics and writing about actual problems.

The biggest job at the start is to get them to select a suitable subject that will help them or their company. It must be realistic and practical --not theoretical or academic, but useful.

Each student obtains his own job. I have contacted the Real Estate Board and discussed it with my Advisory Committee, in case that I may need their assistance in the future for helping students get jobs (if jobs get scarce or enrollment gets much larger). But I insist they get their own jobs.

By the time students get to this course, they have had Principles of Real Estate, Real Estate Appraisal, Real Estate Finance, Property Management and Real Estate Law, plus other "meat and potato" courses. This background and interest usually makes for a motivated and dedicated student. We have very interesting and unstructured periods of discussion. We get everyone into the act in helping each other select topics to research or problems to solve and I also ask them to discuss the selection with their supervisor. We also contact their supervisor later during the semester and discuss their training and get an evaluation of the student's work on the job. This evaluation and the grade on his research paper determines his final course grade.

San Antonio College has 17 enrolled in this course, and over 300 total enrollments in all real estate courses. Our first graduate was last month, but quite a few are very close to completing now. Attached are copies of San Antonio College's procedures plan for real estate internship and a work experience training form.

PROCEDURES FOR COMPLYING WITH THE INTERNSHIP REQUIREMENTS IN REAL ESTATE

AT SAN ANTONIO COLLEGE

REM 617

The real estate course requirement for the Associate Degree in Applied Science (Real Estate) requires the Real Estate Management course 617 Internship, which authorizes 6 hours credit. This course may be taken any semester after satisfactory completion of REM 301 (Principles of Real Estate) with the approval of Mr. Robert Goforth, and enrollment in the course during the normal enrollment period. Preferably this course should be taken in the last semester in order to obtain maximum benefit. However, due to the requirement that the student find his own job in the real estate field, it may be taken any semester, if the job meets the broad basic requirements of "learning while working in a field closely related to real estate". This includes work in the field of sales, appraising, finance, research, government agencies and other real estate areas as long as it is real estate oriented. The hours being worked and the pay involved are strictly between the student and his employer, however, a minimum of 20 hours a week is necessary to receive credit.

The following requirements are necessary for successful completion of the course:

1. A job description (training plan prepared by the student and his employer/supervisor) submitted to the above mentioned teacher prior to enrollment in REM 617.

2. A supervisory appraisal (employers evaluation of the student) two weeks before the semester ends. The teacher who approves the student for enrollment will contact the employer for this evaluation.

3. A research paper to be written by the student on a subject agreed upon by the teacher in charge. An outline of the subject will be submitted to the teacher within two weeks after the course starts. The paper will deal with a relevant subject in the real estate area and be in enough depth to increase the students knowledge. Proper form and procedure in preparing this paper is found in Keithley's "Manual of Style for the Preparation of Papers and Reports." The report should be a minimum of 20 typed pages double-spaced. These reports will be due to the teacher two weeks before final grades are to be posted. A period will be arranged with the teacher for discussion of subject matter at the start of the course and a weekly schedule to be determined between the instructor and student.

DEPARTMENT OF MANAGEMENT
SAN ANTONIO COLLEGE

WORK EXPERIENCE TRAINING PLAN

19___ to 19___

Name of Student_____ Age_____ Sex_____

Sponsoring firm_____ Dept._____

Supervisor_____ Title_____

Student's present title_____

Student's short-range training objective_____

Program starting date_____

The normal hours of training are: Additional hours:_____

Monday	Tuesday	Wednesday	Thursday	Friday

_____

_____

Plan for reaching training objectives, (List planned experiences, duties and activities and progressions which will enable the student to achieve stated objectives.)

This document is not a legal contract and may be terminated or revised at the discretion of the employer or faculty advisor.

_____ _____
Student Signature Supervisor signature

_____
Faculty advisor signature

REAL ESTATE INTERNSHIP PROGRAM

TYLER JUNIOR COLLEGE

Developed by Albert Baade

1. Students are referred to sponsoring firms by the instructor in charge of the program. Final selection is determined by the firm and the student.

2. The student, teacher coordinator, and cooperating firm will enter into an Intern Training Plan.

3. The student will work a minimum 20 hours a week with the cooperating firm. Longer hours are permitted when agreed to by the firm and the student. Working hours are a matter to be arranged between the student and the cooperating firm.

4. No compensation or commission will be paid to the student by the cooperating firm or Tyler Junior College except as specified by paragraph nine.

5. The cooperating firm is expected to give the student an opportunity to become familiar with the various phases of the real estate business being carried on by the firm as set forth in the Intern Training Plan.

6. The student will abide by the Code of Ethics of the National Association of Real Estate Boards and must never reveal any confidential information about their cooperating firm.

7. The students participating in this training program will meet one hour per week for informal classroom discussions.

8. As a partial requirement for a grade the student will prepare a research paper that will relate to problems directly relevant to his/her work experience. This report will be presented orally at the seminar and in written form.

9. If a student performs any of the activities requiring a Real Estate Salesman's or Broker's License from the State of Texas, he/she must have a valid license. Any compensation and/or commission for work performed by the student as a licensed real estate salesman will be a matter of prior arrangement between the cooperating firm and the student.

10. The cooperating firm will complete an evaluation form on the student and submit it to the instructor in charge of the program. The evaluation will be treated as confidential and will not be revealed to the student. A copy of the rating form is attached. Additional copies will be supplied to firms participating in the program.

11. Students enrolling in the Real Estate Program agree to abide by the above requirements.

TYLER JUNIOR COLLEGE
REAL ESTATE MANAGEMENT
TYLER, TEXAS

WORK EXPERIENCE TRAINING PLAN
19___ 19___

Name of student:_____ Age_____ Sex_____

Sponsoring Firm:_____

Address:_____

Training Supervisor:_____ Title:_____

Career Objectives:_____

Training period begins the_____ day of_____ 19_____

The hours of internship are_____m to _____m,_____thru _____
day day

and_____
List other hours of work

This training plan is not a legal contract and may be terminated at the discretion of the Sponsoring Firm or teacher coordinator.

JOB RESPONSIBILITIES

_____ _____
Student Signature Training Supervisor

_____
Teacher Coordinator

Form C

REAL ESTATE INTERNSHIP

Suggested Training Program

PURPOSE: The purpose of this program is to provide the Real Estate Intern with the opportunity to become involved in the day-to-day operations of a real estate office. The training in each phase should be oriented to: first, instructing the Intern, second, involving the Intern, and third, evaluating the Intern.

Time limits in each area will vary because of the Intern's ability, background, and prior training. No topic should be omitted and sufficient time should be allotted to insure proper instruction.

Each member of the office should assume some responsibility in instructing and evaluating the Intern.

The Intern should not be permitted to discuss property with a client that would constitute acting as a real estate salesman unless the Intern holds a valid license.

I. Orientation
   - A. Introduction
     1. Employees should be briefed as to the purpose of the Internship program and their participation.
     2. Introduce the Intern to each employee.
   - B. Physical Plant tour
     1. The Intern should be conducted on a tour of the office facilities.
     2. The Intern should be shown his/her work area(s).
     3. Parking rules should be explained to the Intern.
   - C. Office Etiquette and Dress Code
     1. Explain the office etiquette to the Intern regarding smoking, coffee breaks, lunch hours, etc.
     2. Inform the Intern of dress code for the firm.

II. Office Procedures
   - A. Telephone Instructions
     1. Explain proper procedure(s) for answering the telephone.
     2. How to refer calls.
     3. Procedure to take notes for call-backs.
     4. Explain office rules on use of telephone, i.e. personal calls, long distance calls, time limits, etc.
     5. Observe office personnel use the telephone.
     6. Answer the telephone under supervision.
     7. Answer the telephone without supervision. (Evaluate)
   - B. Office Rules
     1. Procedures for opening and closing the office.
     2. Receiving clients and/or visitors.
     3. The method of assigning clients to sales personnel.
     4. Receive clients and/or visitors under supervision.
     5. Receive clients and/or visitors without supervision. (Evaluate)
     6. Mail distribution procedures.

C. Appointments
   1. Procedures for scheduling appointments.
   2. Schedule appointments under supervision.
   3. Schedule appointments without supervision. (Evaluate)

III. Listings
A. Listing Book
   1. Organization of the listing book.
   2. Information contained in the listing book.
   3. Updating and maintenance of the listing book.
   4. Methods of filing old listings.
   5. Maintain a listing book under supervision.
   6. Maintain a listing book without supervision. (Evaluate)
B. Company Listings
   1. Maintaining company listings.
   2. How salesmen's priority (floor times,etc.) are assigned.
   3. How status boards are maintained.
C. Obtaining Listing Data
   1. Data that is needed in the listing.
   2. How data is obtained.
D. MLS Office (if a member)
   1. Conduct a tour of the MLS office for the Intern.
   2. Explain the MLS operations to the Intern.
   3. Participate in the MLS bus tour.

IV. Obtaining Listings.
A. Securing the listings
   1. Explain the sources of listings.
   2. Demonstrate the technique of securing listings.
B. Writing Listings
   1. How to write listing contracts.
   2. Write listings and compare with salesman's listing.
   3. Write listings without supervision. (Evaluate)

V. Inspecting Property
A. Site evaluation
   1. Value of location.
   2. Value of neighborhood characteristics.
B. Building evaluation
   1. Effect of physical deterioration.
   2. Value of "extra features".
   3. Methods of determining cost of repairs.
C. Appraising
   1. Information needed for appraising real estate.
   2. Various methods used in appraising real estate.
   3. Make an appraisal and compare with the appraiser's report.
   4. Make an appraisal without supervision. (Evaluate)

VI. Advertising
A. Signs
   1. Various types of signs used on the property.
   2. Proper placement of signs on the property.

B. Newspaper advertising
   1. Purpose of newspaper advertising.
   2. Principles of writing newspaper advertising.
   3. Write newspaper advertising under supervision.
   4. Write newspaper advertising without supervision. (Evaluate)

VII. Showing the Property
   A. Techniques
      1. Proper approach to the property.
      2. Proper showing of the outside of the property.
      3. Proper showing of the inside of the property.
      4. Demonstrate showing the property to the Salesman. (Evaluate)
   B. Accompany salesman and client(s)
      1. Accompany the salesman and client(s) to the property. Inform the client of the purpose.
      2. Observe the salesman's techniques.
      3. Listen to the sales presentation.
      4. Write a summary of the presentation and discuss with the salesman for evaluation of the Intern's observations.
   C. Follow-up
      1. Follow-up procedures.
      2. Maintenance of prospects and status.

VIII. Closing the Sale
   A. Requirements
      1. Preparation of the Contract of Sale and Purchase.
      2. Purpose of the abstract and/or Title Policy.
   B. Loan company requirements
      1. Credit reporting.
      2. Loan company's appraisal/loan policy.
   C. Actual Close
      1. Present and observe a loan closing.
      2. Prepare a closing statement under the supervision of a Broker.
      3. Prepare a closing statement without supervision. (Evaluate)

IX. Financing Real Estate
   A. Sources of Funds
      1. Functions of savings and loan funds.
      2. Functions of FHA and VA funds.
   B. Financing Methods
      1. Methods of financing with a new loan.
      2. Methods of financing with assumption loans.
      3. Methods of financing with trade-ins.

REPORT ON STUDENT

IN INTERN PROGRAM IN REAL ESTATE

Name of student: _____

Name of firm: _____

Address of firm: _____

Please check in the appropriate column your evaluation of the above trainee on the characteristics given below. The evaluation should take into account the opportunity provided the student. (Some of the characteristics overlap to some extent.) Please write any comments in the space provided below that will be helpful to the instructor in evaluating and advising the student and in improving the Intern Program. If it appears desirable for more than one person in the firm to complete a report on the student, this will be satisfactory.

Characteristic	Excellent	Above Average	Average	Below Average
1. Initiative				
2. Self-started				
3. Reliability				
4. Acceptance of Responsibility				
5. Follow through				
6. Interest in work				
7. Ability to recognize and analyze problem(s)				
8. Quality of work				
9. Knowledge of real estate				
10. Ability to apply knowledge				
11. Getting along with other people				
12. Self analysis aimed at self improvement				

Others involved in Evaluation: _____

_____

_____

_____
Signature of Person preparing report

Working relationship with student: _____

The firm is encouraged to review the responses with the student. The instructor will review the responses with the student.

Form B

APPLYING ACTION LEARNING IN REAL ESTATE

By Sydney C. Reagan
Professor of Real Estate and Regional Science
School of Business Administration
Southern Methodist University

The Program in Real Estate and Regional Science at SMU has been very fortunate in being able to use the Dallas metropolitan area as a learning laboratory. Dallas has a number of skilled real estate practitioners, not only willing but eager, to cooperate in carrying out an Action Learning Program for our students. The Program in Action Learning in Real Estate at SMU is now in its twentieth year and involves both undergraduate and graduate students specializing in Real Estate. Students earn academic credit through Action Learning activities.

The program has received cooperation from all segments of the real estate industry, including brokers, appraisers, property managers, mortgage bankers, savings and loan associations, developers, home builders, architects, and city planners.

The Intern Program in Real Estate is the heart of the Action Learning Program. Other aspects of the Program include activities in which students carry out special projects for real estate firms, apply real estate techniques in land use games and simulations, take tours and study different properties, and are presented live cases by real estate practitioners.

Action Learning is an extremely valuable part of a student's learning experiences. It provides real problems for students to cope with, it gives an opportunity to students to try out their ideas and what they have been learning in more conventional classroom situations, it adds reality to the more conventional courses they are currently taking, and it gives them a track record that is extremely helpful in landing their first job after graduation.

Successful placement of students is vital to the success of the Intern Program. To improve the chances of successful placement, the professor discusses, with an interested student, his background and interests and what he would like to obtain from the program. The professor then identifies a real estate firm that appears to be appropriate to the student's needs. The professor then brings the student and the firm together to explore the possibilities. It becomes a process of mutual selection--the student must feel that the firm is right for him, and the firm must want the student as an intern.

Each situation is unique with at least three distinct ingredients--the student, the firm, and the person in the firm dealing most directly with the student. Bringing about the right combination in each intern placement and maintaining the best learning experience for the student throughout the intern period requires a considerable amount of time on the part of the faculty member handling the program.

The program is carried on with the active cooperation and support of the Dallas Board of Realtors. Some firms volunteer but most of those that become involved are actively recruited by the professor. The professor orients the firm on the program and its objectives through written materials, conversations, and group meetings which include students, firm representatives, and the professor.

The student works at least ten hours a week with the firm. By mutual agreement, the student may work more--some work 25 to 30 hours a week.

Students are paid from $2 to $5 an hour. A few students sell on a commission.

If a student is performing any of the activities requiring a Real Estate Salesman's License from the State of Texas, he must have acquired a license.

The students meet once a week in a seminar to discuss and evaluate the kinds of decision-requiring problems they are dealing with. Through this experience the students gain skill in analysis and evaluation not only of problems they are dealing with, but also of real estate situations. The students learn from each other and they learn how to effectively communicate on many kinds of real estate matters.

The students are cautioned never to reveal any confidential information about their firms--there has never been a problem in this regard.

Each student prepares a research paper that usually relates to problems directly relevant to his work experience. This is presented orally at the seminar and in written form.

As needed, the professor meets individually with students throughout the semester and discusses with the representative of the firm the progress of the Intern Program.

Major conclusions about the requirements for carrying out a successful Intern Program in Real Estate based on twenty years of experience at SMU are:

1. There should be a close personal relationship between the professor and the firms participating.

2. There must be a careful analysis of both the student and the firm and a careful matching of the two. Each should have the same expectations as to the program and how it is to be carried out in the firm.

3. The firm and the student both must have a real commitment to the success of the program and a detailed understanding of how the program is to operate. The firm must be willing to donate the valuable time of key people in the firm, and these key people must be willing to devote their time.

4. The students need to have considerable knowledge of real estate in order to get the most out of the program and to be of the most value to the firm.

5. The professor must have a strong commitment to the program and be willing to devote considerable time in a one-to-one relationship with students and firms.

6. The professor must have the trust and confidence of the firm. Without this, the program is far less likely to succeed.

Attached are materials used in the Intern Program in Real Estate.

School of Business Administration

Southern Methodist University

MATERIAL FOR FIRMS INTERESTED IN PARTICIPATING
IN THE GRADUATE INTERN PROGRAM IN REAL ESTATE

1. Graduate students are referred to interested firms by Dr. Sydney C. Reagan, Professor in charge of the Program. The final selection is up to the firm and the student.

2. The student works as a trainee for one semester. This covers a period of four months.

3. The student must work at least 10 hours a week with the firm. Longer hours are permitted when agreed to by the firm and the student. Working hours are a matter to be arranged between the student and the firm.

4. The training of the student will be discussed by the firm and Dr. Reagan.

5. The compensation is to be arranged between the student and the firm. A minimum of $2.75 an hour is recommended when the compensation is not based on some commission arrangement.

6. The firm is expected to give the student an opportunity to get acquainted with the various phases of the real estate business being carried on by the firm.

7. The firm will prepare a rating form on the student at the end of the first six weeks and at the end of the semester. The form is sent to Dr. Reagan for his use in evaluating the student. It will be treated as confidential and will not be revealed to the student without the firm's written permission. A copy of the rating form is attached. Additional copies will be supplied firms participating in the program.

8. The students participating in this training program will meet at least once a week for informal discussions relating their work experience to what they have been studying in their other real estate courses.

9. Students successfully completing the course will receive credit towards their degree.

10. The firm should feel free at any time to contact Dr. Sydney C. Reagan, the Professor in charge of the course. His office number is 692-3471.

REPORT ON REAL ESTATE TRAINEE IN TRAINING PROGRAM IN REAL ESTATE

Name of firm: _____

Address of firm: _____

Name of student: _____

Please check in the appropriate column your evaluation of the above trainee on the following characteristics. (Some of the characteristics overlap to some extent.) Please write any comments in the space provided below that will be helpful to the professor in evaluating and advising the student.

Characterictic	Excellent	Above Average	Average	Below Average
1. Initiative				
2. Self-starter				
3. Reliability				
4. Ability to recognize and analyze problem				
5. Quality of work				
6. Knowledge of real estate				
7. Ability to apply knowledge				
8. Getting along with other people				
9. Self analysis aimed at self improvement				
10. Interest in work				

Comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(Continue comments on back)

_____

Signature of
Person Preparing Report

DO'S AND DON'TS
IN YOUR INTERVIEW
FOR THE INTERN PROGRAM IN REAL ESTATE

DO'S

1. Know something about the company and the person that will be interviewing you.
2. Be neatly dressed as a prospective successful young business executive.
3. Be on time for the interview.
4. Explain what you think you can contribute to the firm.
5. Explain why you want to intern with this particular company.
6. Explain what you hope to get out of the Intern Program with the firm.
7. Sit, act, and talk in a manner that shows you have confidence in yourself and that you know what you want.
8. Be a good listener, understand what the other person is saying, and respond intelligently and concisely.
9. Be to the point in what you say.
10. Remember that the time of the person interviewing you is valuable.
11. Have a pocket notebook and pen or pencil quickly available if you need to write something down during the interview.
12. Let the person know that you have commitment to the Intern Program and truly want the experience.
13. Let the person know that you are a well-organized person.
14. Be frank about whether you might be interested or available for employment with the firm after graduation.

DON'TS

1. Do not smoke.
2. Do not slouch.
3. Do not bargain over how much you will be paid.
4. Do not ramble.
5. Do not talk politics or religion.
6. Do not ask to borrow a note pad or pen/pencil.

NOTE: Remember that you would not have been given an interview unless the firm was interested in you as an intern.

These commonsense suggestions are based on my observations of the many ways a student can fall on his/her face in an interview and never know why they were turned down. I am sure there are other do's and don'ts that I have overlooked. You think through what they might be in your case before the interview.

April 29, 1975

To: Students in RERS 6316-6317
Graduate Intern Program in Real Estate

From: Dr. Sydney C. Reagan

I will appreciate your evaluation of this course.

This evaluation should be unsigned and should be turned in to the member of the class designated to take up the evaluations. He will seal all the evaluations in an envelope and deliver them to Mrs. Bilton, the Secretary of the School of Business Administration. Mrs. Bilton will deliver them to me after grades have been turned in on this course.

I. The scale is from 10 (Excellent) to 1 (Poor). Please circle the number on the scale for each of the nine learning objectives that best describes your evaluation of how well you achieved that objective.

The learning objectives are as follows:

1. Identify, analyze, and reach decisions on live real estate problems.

10 9 8 7 6 5 4 3 2 1

2. Transition to functioning in real life working environment.

10 9 8 7 6 5 4 3 2 1

3. Effectively work with others.

10 9 8 7 6 5 4 3 2 1

4. Relate effectively learning experiences in classroom with actual situations.

10 9 8 7 6 5 4 3 2 1

5. Share learning experiences with other students.

10 9 8 7 6 5 4 3 2 1

6. Share learning experiences of other students.

10 9 8 7 6 5 4 3 2 1

7. Oral communication on real estate.

10 9 8 7 6 5 4 3 2 1

8. Written communication on real estate.

10 9 8 7 6 5 4 3 2 1

9. Develop learning habits from work experience that will continue throughout life.

10 9 8 7 6 5 4 3 2 1

II. Compared with other graduate level courses that you have taken in the School of Business Administration, how do you rate this course? (Check one.)

Best _____

Above Average _____

Average _____

Below Average _____

Worst _____

III. 1. What did you like best about the course (as distinct from the professor)?

_____

_____

_____

2. What did you like least about the course (as distinct from the professor)?

_____

_____

_____

3. What did you like most about the professor (as distinct from the course)?

_____

_____

_____

4. What did you like least about the professor (as distinct from the course)?

_____

_____

_____

IV. Additional comments on how the course or the professor may improve. (Continue on back of sheet as needed.) _____

_____

_____

Date _____

EVALUATION OF FIRM BY INTERN
IN INTERN PROGRAM IN REAL ESTATE

Name of student:_____

Name of firm:_____

Name of immediate supervisor(s):_____

Intern's functions within firm: (Answer on back)

Please circle the number that best indicates the way you believe your employer has handled the semester's activities.

1. Working atmosphere for Intern: informal 1 2 3 4 5 formal
2. Enthusiasm for Intern program: positive 1 2 3 4 5 negative
3. Offers meaningful work: very meaningful 1 2 3 4 5 not meaningful
4. Patience with Intern: patient 1 2 3 4 5 impatient
5. Demonstrated ability to teach and guide: good 1 2 3 4 5 poor
6. Amount of quality feedback: ample 1 2 3 4 5 not enough
7. Willingness to give time to Intern: willing 1 2 3 4 5 not willing
8. Gives student responsibility: often 1 2 3 4 5 not often enough
9. The work was challenging: most of the time 1 2 3 4 5 rarely
10. Initial student-employer goals were met: met 1 2 3 4 5 not met
11. Intern's value to the firm: very valuable 1 2 3 4 5 not very valuable
12. Employer's level of trust toward Intern: high 1 2 3 4 5 low
13. This experience will help you in your career: definitely 1 2 3 4 5 not at all
14. The firm should be recommended for future Intern programs: without a doubt 1 2 3 4 5 no
15. Please comment and make recommendations for the improvement of the Intern Program on back.

Intern's functions within firm: _____

_____

_____

_____

_____

_____

_____

Comments:

EVALUATION

This section illustrates several types of program evaluation for the instructor. A second type developed by Bill Walters, Houston Community College, is used by an observer, teacher, and students and the three evaluations are correlated. Another example developed by Dr. Zeke Marchant and the College of Business at West Texas State University illustrates a novel approach to offer students a chance to identify weak points of an instructor. The purpose of all these evaluation forms is to develop better instructional techniques and to help students achieve to their maximum potential.

The last example of an evaluation was submitted by James Rothermel, Business Coordinator at San Jacinto College. This is a program evaluation to determine whether the total program is reaching its anticipated effectiveness.

HOW TO "KILL" A CLASS, LOWER ENROLLMENT, AND ENCOURAGE THE STUDENTS TO DISLIKE YOU AND YOUR COLLEGE.*

1. Read lengthy quotes from book
2. Talk about your hobby -- most of the class period
3. No outline to follow, no class preparation
4. Lack of interest, no humor
5. Scare the students by telling them how many are going to fail
6. Always late to class
7. Hold your class after the bell rings
8. Tell the student how great you are and how much wealth you control
9. Offensive breath
10. Improper dress
11. Talk in a monotone
12. Change your subject every few minutes
13. Lack of proper office hours for student counseling
14. Hold test papers for a long period of time before grading
15. Interested more in outside activities than you are in teaching
16. Stall in class, lecture on weather, religion, politics and local problems not related to the course
17. Lecture at a rapid speed -- make it impossible to take notes
18. The use of profane language in class
19. Tell students how "dumb" they are
20. Make up tests from material that was not covered in class
21. A cutting, hostile, or contemptuous remark or the use of caustic or ironic language toward a student in class, a faculty member, or your college
22. Refuse to help a student that disagrees with your opinions
23. Discourage students from participating in class by malicious belittling
24. Refuse to "listen" to a student when he has failed a test
25. Ill will or resentment, tending toward active hostility, against a high I.Q. or low I.Q. student
26. Using the "captive audience" to expand your own theories and prejudices
27. Failing to tell class what is expected of them at beginning of course
28. Giving too many "walks"
29. Failing to keep the instructional material updated

30. Being guilty of not correcting distractive mannerisms
31. Becoming enthralled with the eloquence of your own words
32. Using vocabulary students do not understand
33. Skip your schedule for covering material in class so that you cannot work in three or four chapters before finals, but nevertheless warning students they will be covered in the final examination
34. Fail to live up to your promises, if any, at the beginning of the course concerning number of quizzes, the weight each will carry, and the type and nature of "outside" requirements such as term papers, reports, etc.
35. Give quizzes that cannot possibly be completed in the allotted time
36. Show favoritism to specific students
37. Release classes early on regular basis
38. Failure to utilize subjective questions on exams and give student opportunity to express himself in writing
39. Failure to require active participation in class
40. Lead a student to anticipate a higher grade than the instructor plans to assign
41. Failure to gain the confidence of the student
42. Failure to recognize the primary responsibility to be with, understand, help and teach students

* SOURCE: FACULTY, BUSINESS ADMINISTRATION DEPARTMENT, WEST TEXAS STATE UNIVERSITY--submitted by Dr. Zeke Marchant

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These 42 statements have been gathered over a period of years from student critiques and evaluations. Some instructors at W.T.S.U. have distributed this list to students at the beginning of the semester and then use this list as a basis for periodic student critiques so the instructor can correct any of these points before the semester ends. Others use the list as a final evaluation and students check the points that need improvement. This is an excellent tool for teacher evaluation and closer student-teacher relations.

EVALUATIONS

The following evaluation form was designed as an aid for teachers to use in examining their own performance and to take a critical look at the way they relate to their students. It was meant as a self-evaluation and should be completed by the instructor several times during the course so that weak points could be strengthened before the course is completed.

The checklist was developed from the following government projects:

Area Manpower Institutes for the Development of Staff (AMIDS)
National Curriculum Development Project for Vocational Education
Bureau of Adult, Vocational, and Technical Education
U.S. Office of Education, Washington, D.C.; 1971.

A Checklist Approach
For Improvement of Student Attitudes

. . . . . questions about YOU

	YES	NO	NOT SURE
1. Do you try to make it easy for your students to learn?	___	___	___
2. Do you speak clearly and use words the student understands?	___	___	___
3. Do your students understand the objectives of your instruction?	___	___	___
4. Do you allow and encourage questions?	___	___	___
5. Do you allow and encourage discussion and free expression of ideas and attitudes?	___	___	___
6. Do you allow and encourage students to pursue their special interests in your course?	___	___	___
7. Are you interested in, and enthusiastic about, what you are teaching?	___	___	___
8. Are your students actively involved in learning activities most of the time?	___	___	___
9. Are your students relaxed and comfortable in your class?	___	___	___

. . . . . questions about your instructional materials and equipment

	YES	NO	NOT SURE
1. Do you have a sufficient variety of materials available to give the student a choice?	___	___	___
2. Do the learning materials provide the student with a chance to learn at his own rate?	___	___	___
3. Do the learning materials provide the student with an opportunity for self-appraisal?	___	___	___
4. Is the printed material written at the reading level of the student?	___	___	___
5. Are the learning materials relevant to the objectives of the course?	___	___	___
6. Are the materials appealing and interesting to the student?	___	___	___
7. Are the materials current and up-to-date?	___	___	___
8. Is there an adequate supply of materials?	___	___	___
9. Are the learning materials well-organized, easily located, and readily accessible?	___	___	___
10. Are the audio-visual materials appropriate to the subject and designed for your students?	___	___	___
11. Is the audio-visual equipment in good condition, easy to operate, and readily accessible?	___	___	___
12. Do you involve your students in the selection and preparation of the learning materials?	___	___	___

. . . . . questions about your learning environment

1. Is your classroom or shop adequate in size?	___	___	___
2. Do students have adequate work space?	___	___	___
3. Is the lighting adequate?	___	___	___
4. Are the acoustics adequate?	___	___	___

	YES	NO	NOT SURE
5. Does the seating arrangement encourage your students to contribute and interact?	___	___	___
6. Is the noise level reasonable?	___	___	___
7. Do you have convenient facilities for the use of audio-visual equipment and materials?	___	___	___
8. Is the temperature generally comfortable?	___	___	___
9. Is the classroom or shop decorated in attractive, eye-appealing colors?	___	___	___
10. Is there space for posters and displays?	___	___	___
11. Do your students take a personal interest in the appearance of your classroom or shop?	___	___	___
12. Do you encourage your students to make suggestions to improve your learning environment?	___	___	___

. . . . . questions about your administrative rules or policies

1. Do students participate in making rules and policies?	___	___	___
2. Are the rules and policies based on reason, not administrative convenience or tradition?	___	___	___
3. Are new students made fully aware of the rules and policies?	___	___	___
4. Are grades related to individual achievement of learning objectives?	___	___	___
5. Are the achievements of students recognized by the administration?	___	___	___
6. Are the achievements of teachers recognized by the administration?	___	___	___
7. Does the administration encourage teachers to try new methods, to be creative?	___	___	___
8. Are administrative procedures streamlined and paperwork kept to minimum essentials?	___	___	___
9. Are teachers provided time to plan and to improve instruction?	___	___	___
10. Do administrators reward more than punish?	___	___	___

Student Evaluation Form

By Bill Walters-Supervisor, Sales and Marketing Division

Houston Community College

I. Background

The Houston Community College, Sales and Marketing Division, needed a method of assisting its part-time faculty to achieve excellence in instruction. Having reviewed many evaluative tools and having found them inappropriate for our needs, the division decided to develop its own instrument.

We wanted to assess classroom behavior and to avoid vague, subjective judgements. Obviously, not all classroom behavior could be assessed, so we zeroed in on instructor behaviors that have a positive effect on the student in one or more of the following areas:

learning achievements

perception of himself

perception of the teacher

perception of the learning environment

An extensive review of pertinent research was done. All the items in the evaluative instrument are based on research findings, and the behaviors assessed were found to have a positive effect on the four areas mentioned above.

II. Purpose of Instrument

The instrument is for the purpose of instructional improvement. This improvement will, hopefully, occur by assisting the instructor to evaluate his classroom behavior and the relationships between this behavior and positive effects on the student.

III. Method

The instrument is used in three ways, by an observer in the classroom, by the students, and by the teacher.

The Sales and Marketing Division has a full-time supervisor and two part-time supervisors. During the course of a semester each instructor in the division is visited at least twice by a supervisor, and the evaluation instrument is completed. Shortly thereafter the instructor and supervisor discuss the results of the visitation.

At the end of the semester, the instrument is used by students and instructor. The students fill out the instrument on the instructor, and the instructor uses it to evaluate himself. A composite of the student assessments is made and sent to the instructor, along with his self-assessment.

Feedback to the instructor is the most important element in the process. During feedback the instructor is made aware of the implications of each item in the instrument and how his rating affects the total learning environment.

IV. The Instrument

The evaluation form measures several dimensions of teacher behavior. The dimensions and the items corresponding to these are as follows:

1 - 2 - Verbal Interaction

3 - 14 - Teacher Leadership Role
Authoritarian, Democratic,
Laissez-faire

15 - 18 - Affective Orientation of Teacher
Subject Matter Oriented
Student Centered

19 - 28 - Organization of Learning

29 - 30 - Classroom Personality

31 - Use of Instructional Aids

32 - 45 - Type of Verbal Activity

46 - 50 - Tests

HCCS CAMPUS_____

INSTRUCTOR_____ TIME_____

COURSE_____ DATE_____

STUDENT EVALUATION FORM

	NONE	RARELY	SOMETIMES	AVERAGE	FREQUENTLY	ALWAYS	Does not apply	No decision
	0	1	2	3	4	5	n/a	n/d
1. How much does your teacher talk in class?								
2. How much do students talk in class?								
3. To what degree does your teacher check on student's work?								
4. To what extent does your teacher expect acceptance of his instructions whether or not students agree?								
5. How often does your teacher imply that he is the "source of all knowledge" related to your class?								
6. How often does your teacher praise students?								
7. How often does your teacher impose his will on the class?								
8. To what degree does your teacher share planning and decision-making with the class?								
9. How often does your teacher give help and guidance to students?								
10. To what extent does your teacher encourage students to express opinions which differ from his?								
11. How much does your teacher encourage group participation?								
12. To what degree does your teacher leave students alone to work out their own problems?								
13. Does your teacher have trouble making decisions?								
14. To what degree are class goals unclear?								
15. How often does your teacher allow time for questions?								
16. To what degree does your teacher adjust the subject matter to fit the level and needs of the students in the class?								
17. To what extent does your teacher make use of student input in setting goals for the class?								
18. How often does your teacher use student input to evaluate how well the class is progressing?								
19. How often does your teacher present material in such a manner that each step is clear before the next step is presented?								
20. To what degree does your teacher break complex ideas into understandable components?								
21. How often does your teacher give an overview or summary of concepts to "tie up loose ends"?								
22. How often does your teacher appear to be well-prepared?								
23. To what extent does your teacher follow a logical pattern in his presentations?								
24. How often does your teacher make the purpose of his instruction clear?								
25. How often are you confused or uneasy about the instruction in this class?								
26. How often does your teacher make you feel successful or satisfied with your classroom performance?								

HCC'S

INSTRUCTOR_____ CAMPUS_____

COURSE_____ TIME_____

DATE_____

STUDENT EVALUATION FORM

	NONE	RARELY	SOMETIMES	AVERAGE	FREQUENTLY	ALWAYS	DOES NOT APPLY	NO DECISION
	0	1	2	3	4	5	n/a	n/d
17. To what degree does your teacher make you feel unsuccessful if your answers or responses are judged to be "incorrect"?								
18. How often do you feel that you know "where the class is going"?								
19. To what degree is your teacher's classroom behavior warm, understanding, and friendly?								
20. To what extent would you judge your teacher to be stimulating, imaginative, and enthusiastic?								
21. How often does your teacher use instructional aids (movies, charts, handouts, chalkboard, diagrams, etc.) to illustrate concepts?								
22. To what extent does your teacher use vocabulary that you understand?								
23. To what degree would you say that your teacher does a good job in making complicated material seem understandable?								
24. How often does your teacher listen to student opinion and discussion without interrupting with his own opinions?								
25. How often does your teacher respond to student discussion?								
26. To what degree does your teacher take opinions and ideas expressed by students and use them in the lesson or discussion?								
27. To what extent does your teacher encourage student comments and discussion?								
28. When the teacher asks questions, how often are they appropriate to the subject under discussion?								
29. When your teacher asks questions, how often are his questions clearly stated and understandable?								
30. How often does your teacher sequence his questions so that they lead from relatively simple concepts to more complex concepts?								
31. How often do you feel very positively about your teacher?								
32. To what extent does your teacher lecture to the class?								
33. How often is the class involved in discussion?								
34. How often does your class break up into small groups for the purpose of instruction, discussion, group projects, etc.?								
35. How often does your teacher lead the class to a certain point and then let you discover further points on your own?								
36. To what extent do the test items in this class come from assigned reading?								
37. How oten do test items come from lecture or discussion?								
38. How often are test items clearly stated?								
39. How often are you tested over material that is not relevant to the class?								
40. To what degree do you judge the tests to be fair?								

Survey For Established Real Estate Program - James Rothermel

For six years San Jacinto College has been offering, through its continuing education program and for academic credit, the courses required for licensure as a real estate salesman and broker with an enrollment each year of over 800 students

Compiled Responses For Real Estate Survey-
San Jacinto College - November 1973

1. Age Range 19-64 Mode 47 Sex Male - 230, Female - 109

2. City 19 cities were represented

3. Are you receiving GI (veterans') benefits? Yes 85 No 233
If yes,

16 (a) full-time
44 (b) half-time
3 (c) quarter-time 8 3/4 time
8 (d) World War II
11 (e) Korean conflict
43 (f) Vietnam conflict
7 (g) other - list 2-Cold War/2-Air Force Assistance/2-Hazelwood Act/ Active Service Time

4. When did you register for your first real estate course at San Jacinto College?

(a) Fall 1967	1	(h) Spring 1968	0
(b) Fall 1968	0	(i) Spring 1969	0
(c) Fall 1969	2	(j) Spring 1970	2
(d) Fall 1970	4	(k) Spring 1971	2
(e) Fall 1971	9	(l) Spring 1972	9
(f) Fall 1972	26	(m) Spring 1973	44
(g) Fall 1973	208		

5. What was your primary reason for taking your first real estate course?

67 (a) meet license renewal requirements
123 (b) gain information for taking state exam
113 (c) gain personal knowledge for investments
85 (d) gain career information for part-time employment
34 (e) gain career information for employment upon retirement
28 (f) other - please list gain knowledge/ become broker/improve employment own knowledge/own use.

6. Did your primary reason for taking this course change after the principles course?

Yes 64 No 274

If yes,
52 (a) meet broker's license requirements
28 (b) specialize in a real estate career area (such as appraisal, investment, title, and etc.)
28 (c) gain more personal information
____ (d) gain more information for part-time employment
____ (e) gain more information for retirement employment
____ (f) other - please list To acquire license before requirements stiffen

7. If you have received or renewed a real estate license since your first enrollment, please complete.

69	Salesman	year received	1968/1972-12 1970-2/1948/1960/1973-38/1969/1971-5/1962
		year renewed	1971/1972-6/1973-7/1974-4
8	Brokers	year received	1971-2/1973-2/1965

8. Do you presently have a source of income from real estate sales? yes 60 no 233

If yes,
54 (a) Have a source of income other than real estate
12 (b) Depend entirely on real estate as a source of income

9. Did you find the textbook useful?
(1) all of the time - 97 (2) frequently - 93 (3) occasionally - 48
(4) never - 20

If never, check name of course.

12 (a) Principles
8 (b) Appraisal
12 (c) Law
11 (d) Finance (some stated; poor text, bad text, terrible text)
5 (e) Title Insurance

10. Do you plan to take other courses in real estate at San Jacinto College;
yes 237 No 50

If yes,

134 (a) Appraisal
120 (b) Law
107 (c) Finance
28 (d) Title Insurance
4 (e) other - please list any other courses offered in future - 2
Real Estate Principles - 2

The TRERC would be interested in receiving results from other community colleges who use this or a similar survey in their real estate classes. A statewide pattern could be established if schools would survey their students.

PROGRAM FOLLOW-UP

One of the most important evaluation devices is the program follow-up. Graduates of a program answer questions concerning their individual careers, including salary and their opinion of how well the courses mesh with their actual day-to-day career activities. If you have a real estate degree program and most of your graduates are in unrelated career fields, the program follow-up could shed some light on this problem.

Dr. Sydney C. Reagan, Professor of Real Estate and Regional Science at Southern Methodist University (SMU), has completed a program follow-up for the SMU program. His material is divided into two parts and highlights of each part follow this introduction. Dr. Reagan sent questionnaires to both BBA and MBA recipients inquiring about salary and self-employment. The second part of this material stresses the type of learning experiences and courses that were most helpful to the graduates in their career field.

A variation of Dr. Reagan's program follow-up could be developed for graduates with an Associate of Applied Science Degree in Real Estate.

HIGHLIGHTS OF PART I

1. Seventy-six percent of the BBA's and sixty-eight percent of the MBA's entered a field of the real estate industry upon graduation.

2. Among both the BBA's and MBA's who entered the real estate field immediately after graduation, commercial brokerage activity was the most popular, drawing about one out of six.

3. Approximately the same proportion entered positions involving more than one real estate activity.

4. The second most popular field of real estate entered into upon graduation was that of real estate development and construction. Approximately one out of nine chose this particular field.

5. Three-fourths of the graduates are currently (i.e. 1973) engaged in real estate activities with commercial brokerage and development still the most common fields.

6. The great majority of the graduates (about 74 percent) entering real estate upon graduation have remained in the same type of activity that they entered upon graduation from SMU.

7. Annual income increased **substantially** by years after graduation, with the MBA's generally doing better than the BBA's. Seventy-one percent of the MBA's graduating during the period 1956-65 had incomes of $50,000 or more in 1973, compared with 33 percent of the BBA's graduating during the same period. Fifty-seven percent of the MBA's graduating during this period of 1956-65 had incomes of $100,000 or more in 1973.

8. Real estate offers the individual an unusually fine opportunity to enter the field after graduation and eventually to become a self-employed businessman. Forty-one percent of the BBA's and 37 percent of the MBA's were self-employed by 1973.

9. In general, the self-employed had higher incomes in 1973 than did the employed.

10. Approximately 73 percent of those respondents in the "$100,000 or above" income category in 1973 were self-employed.

HIGHLIGHTS OF PART II

1. The emphasis in the development of Southern Methodist University's program of Real Estate education beginning in 1955 has been upon "action learning"--that is, learning by doing.

2. Among both BBA's and MBA's, action learning experiences proved to be the"Most Helpful" followed by guest lectures, seminars, and lectures- in that order.

3. The majority of BBA graduates (88 percent) classified the action-learning type of learning experience as "Most Helpful," and such was also the case with MBA graduates, 94 percent of whom considered the action-learning experience to be "Most Helpful."

4. Sixty-eight percent of the BBA's and 65 percent of the MBA respondents considered the guest lecture learning style as "Most Helpful."

5. Considered as least helpful by the graduates was the lecture style of learning. Sixty-eight percent of the BBA's and 65 percent of the MBA's considered lectures to be of only "Average" value.

6. Fifty-nine percent of both MBA and BBA respondents considered the seminar style of learning to be "Most Helpful," further indicating the student's desire to actually participate in his learning experience.

7. The courses which rank high in the "Most Helpful" category almost certainly have applicability to wide range of real estate activities. Students taking a course classified it as "Most Helpful," "Average," or "Least Helpful."

8. All MBA's who had participated in the Intern Program considered this course "Most Helpful."

9. The Seminar in Real Estate Development was rated "Most Helpful" by 87 percent of those who had completed the course.

10. The Seminar in Real Estate Investments was rated "Most Helpful" by 79 percent of those who took the course.

11. The Seminar in General Real Estate and Management of Real Estate (two graduate courses) were evaluated as being of "Average" value to present careers by the majority of those MBA's exposed to them.

12. No graduate courses were rated "Least Helpful" by more than two or three MBA's.

13. The course deemed most worthwhile by the largest percentage of undergraduate (BBA) respondents who had taken it, was the Intern Program. Four out of five students who had completed the course said it was "Most Helpful" after graduation.

14. Seventy-eight percent of those BBA respondents who had taken Real Estate Appraisal I considered it "Most Helpful" after graduation.

15. Although 48 percent of the BBA's responding had not taken Real Estate Appraisal II, 77 percent of those who had taken it rated the course as "Most Helpful."

16. Other courses faring well in the ratings by BBA's were Real Estate Law and Real Estate Finance.

17. Real Estate Fundamentals, Real Estate Practice, Real Estate Management, City Planning, Planning and Construction of Commercial and Industrial Property, and Planning and Construction of Residential Property were classified by a considerable number of BBA respondents as of average value.

18. There were no courses rated by a significant number of BBA respondents as "Least Helpful" after graduation.

19. Slightly over 20 percent of those who had taken the courses judged Real Estate Practice, Real Estate Management, and City Planning to be "Least Helpful."

20. Ninety-seven percent of the BBA and MBA respondents answered at least one of the open-ended questions, with over 65 percent contributing answers to all three "specific" questions on the Real Estate Program.

21. Those who did answer all of the questions appeared, as a rule, to have responded in a constructive, interested manner, while those who did not answer them all were often very brief, as if they hurried through the questionnaire.

22. The degree of response improved steadily from the earliest graduates to the most recent.

23. The response from the earliest graduates was well below the average. After 1960, the level of response was virtually unanimous.

24. The overall opinion of the Real Estate Program was very positive with almost 12 times as many students responding favorably as those who responded unfavorably.

25. Only one of the responses can be considered extremely unfavorable.

26. Over three-fourths of those answering open-ended questions either stressed the importance of, or said that they most liked, the exposure to real estate professionals.

27. Eighty-two percent of those graduating since 1960 spoke positively about industry exposure.

28. Dislikes about the Real Estate Program tended to be less about the subject matter and the design of the program and more about the ways in which the material was presented.

29. Fourteen percent of the respondents complained about poor professors or professors who just read from the book. Nine percent of the respondents expressed the opinion that the course requirements or the courses themselves

were too easy and suggested that they be made more demanding.

30. Thirteen percent of the respondents volunteered suggestions that there needed to be more practical applications.

REVIEW OF SOUTHERN METHODIST UNIVERSITY GRADUATES IN REAL ESTATE PART I OF II

The Real Estate Program at Southern Methodist University is one of the largest and best-known university programs in the United States. Under Dr. Sydney C. Reagan's leadership, it has grown from about 150 students enrolled in Real Estate courses in 1955 to almost 1,000 students enrolled at the present time. The program has developed with the strong cooperation and support of the Greater Dallas Board of Realtors, of which many of the faculty are members. The program also has received support from the Education Foundation of the Texas Association of Realtors.

Sydney C. Reagan*
Professor of Real Estate and Regional Science
School of Business Administration
Southern Methodist University

What has happened after graduation to students specializing in Real Estate at Southern Methodist University in Dallas, and how do they now view the value of the Real Estate courses they took?

Under the guidance of Dr. Sydney C. Reagan, five graduate students** in his Graduate Seminar in Real Estate conducted a comprehensive mail questionnaire of former SMU students who received their Bachelor of Business Administration (BBA) degrees or their Master of Business Administration (MBA) degrees with specialization in Real Estate between 1956 and 1973. Responses were received from 145 of the 295 graduates who were mailed questionnaires (49 percent return). Seventeen of these 145 completed both degrees in the field of Real Estate. The following table gives a breakdown of the 145 respondents receiving degrees in various periods between 1956 and 1973:

* Appreciation is expressed to Greg Mowatt, my graduate student assistant, for his contributions to the preparation of this paper.

** Eliot Barnett, Randy Becker, Ron Jones, Bill Shaddock, and Malcolm Turner.

YEAR	BBA	MBA
1956 - 1965	40	7*
1966 - 1969	20	15
1970 - 1971	17	9
1972 - 1973	15	22
TOTAL	92	53

* The first MBA was awarded in 1962.

This article takes a look at what has happened to these 145 students after graduation from SMU. The second and concluding article, in the next issue of The Texas Realtor, deals with how the graduates -- with the benefit of hindsight -- view the value of the Real Estate courses they took at SMU.

Employment Upon Graduation

Seventy-six percent of the BBA's and sixty-eight percent of the MBA's entered a field of the real estate industry upon graduation.

Among both the BBA's and MBA's who entered the real estate field immediately after graduation, commercial brokerage activity was the most popular, drawing about one out of six. Approximately the same proportion entered positions involving more than one real estate activity.

The second most popular field of real estate entered into upon graduation was that of real estate development and construction. Approximately one out of nine chose this particular field. As will be shown in a subsequent table, there is a trend which can be considered significant toward the field of real estate development as the graduate's length of experience in the real estate industry increases.

The range of activities entered into by graduates indicated the possible diversity in the application of a well-rounded general real estate education.

The following table shows the percentage of graduates entering the different types of real estate activities:

ACTIVITY	(%) BBA's	(%) MBA's
Commercial brokerage	14	19
Mortgage banking	10	7
Property management	9	7
Appraising	8	2
Development and construction	12	10
Residential brokerage	5	3
Leasing	3	3
Other	25	33
More than one activity	14	16
TOTAL	100%	100%

Present Employment

Three-fourths of the graduates are currently (i.e. 1973) engaged in real estate activities with commercial brokerage and development still the most common areas. A slightly larger proportion of graduates are now in the field of real estate than entered the field upon graduation. Some 26 percent list more than one area of specialization. The following table shows the various percentages of graduates engaged in the differing types of real estate activity:

ACTIVITY	(%) BBA's	(%) MBA's
Commercial brokerage	14	21
Mortgage banking	5	7
Property management	6	3
Appraising	5	4
Development and construction	18	21
Residential brokerage	5	3
Leasing	3	1
Other	24	24
More than one activity	20	16
TOTAL	100%	100%

It is worth noting that in this table of current employment activities and in the preceding table dealing with employment upon graduation, the least attractive area of the real estate field is that which involves leasing activities. Only three percent of the BBA's responding chose to enter this area and only three percent of the respondents are still engaged in leasing activities. Likewise, only three percent of the MBA's chose to enter this field, while one percent are still currently engaged in leasing activites.

The great majority of the graduates (about 74 percent) entering real estate upon graduation have remained in the same type of activity that they entered upon graduation from SMU.

Self-Employed

The study shows that Real Estate offers an unusually fine opportunity for a person to own and operate his own business. Forty-one percent of the BBA's and 37 percent of the MBA's were self-employed by 1973. Many individuals

consider employment by some small or large real estate firms to be too constraining and, since they also believe that real estate is a profession that lends itself to entrepreneurial behavior, it is no surprise that many begin their own firms or other types of self-employed real estate activities.

The following table shows, by year of graduation, the percentage of graduates who are now self-employed:

YEAR	(%) BBA	(%) MBA
1956 - 1965	59	86
1966 - 1969	40	53
1970 - 1971	12	22
1972 - 1973	27	27
TOTAL	41%	37%

Generally, as would be expected, a large proportion of the self-employed have considerable work experience. Fifty-three percent of the BBA's and 64 percent of the MBA's who have had their degrees more than five years are self-employed. Nineteen percent of the BBA's and 25 percent of the MBA's who have had their degrees for five years or less are self-employed.

Income First Year After Graduation

Graduates vary greatly as to income earned during the first year after graduation. This income figure may be determined by salary, commission, or a combination of the two. The variation generally is greater than among new graduates in other fields of specialization in business administration. It should be recognized that over the period of 1956 through 1973, incomes of new graduates in all business fields have been increasing. Real estate can

be, and often is, highly rewarding financially after several years of work experience. This does not necessarily mean, however, that a real estate career is financially rewarding at the entry level. Twenty-two percent of the BBA's indicated that they entered the real estate field at a salary below $6,000, and sixty-four percent of this group entered the field with first year incomes less than $10,000.

It should be noted that about thirteen percent of the MBA's who entered the real estate field had first year incomes which were in the less-than-$6,000 range, and about forty percent of these graduates had first year incomes which were less than $10,000. While MBA graduates generally do have higher incomes than BBA graduates during the first year after graduation, it should be kept in mind that many of these MBA's have already had several years of work experience before entering the graduate real estate program.

It should be recognized by now that real estate, in a normal economy, offers a potentially highly rewarding career. While first year incomes have a tendency to exist at only moderate levels (63 percent of total MBA and BBA respondents had first year incomes less than $12,000), the individual can, as will be shown later, expect an increasing income trend over time as he acquires both experience and knowledge in his own particular field.

A comparison of the first year incomes of both BBA and MBA graduates can be seen in the next table. Notice that in three of the four periods of graduation, over fifty percent of the MBA group who graduated in these periods had first year incomes exceeding $10,000. Twenty-two percent of the MBA respondents who graduated in the latest 1972-1973 period had first year incomes exceeding $16,000, while twenty-nine percent of the BBA respondents who graduated in this period had incomes exceeding $16,000. As an aid in analysis, about thirty-six percent

of the total number of BBA respondents had first year incomes reaching and exceeding $10,000. In comparison, about sixty percent of the MBA's who responded to this questionnaire had first year incomes reaching or exceeding $10,000. The value of an extended graduate (MBA) education is indicated, but, again, it should be remembered that this table provides a general comparison and does not take into consideration the accumulation of past work experience by these respondents prior to their graduation. The following table provides a comparison between BBA's and MBA's with respect to income during the first year after graduation. Data is presented by year of graduation and in percentages of responses in each BBA or MBA category:

YEAR	(%) Below $6,000	(%) $6,000-7,999	(%) $8,000-9,999	(%) $10,000-15,999	(%) $16,000 and over
1956-1965					
BBA	30	28	15	15	12
MBA	57	14	0	29	0
1966-1969					
BBA	5	11	21	42	21
MBA	0	0	50	14	36
1970-1971					
BBA	29	29	21	14	7
MBA	0	0	11	44	45
1972-1973					
BBA	14	36	14	7	29
MBA	11	6	17	44	22

Income In 1973

The range of incomes in 1973 was extremely wide. This reaffirms the commonly held view that success in real estate in highly rewarding financially.

With the exception of the recent 1972-1973 graduates, none of the BBA's are now making less than $8,000. We can generalize here by saying that income from real estate activities has generally moved upward over time. While only 24 percent of the BBA had first year incomes exceeding $12,000, 79 percent of this same group now have exceeded the $12,000 income level. Twenty-one percent of these respondents have exceeded the $50,000 income level in 1973.

Whereas approximately 46 percent of the MBA's entered the real estate field with incomes at or above the $12,000 level, 88 percent have now reached or surpassed the $12,000 income level.

In comparing the 1973 incomes of both BBA's and MBA's, there seems to be support for the belief that an MBA education is of high value. From those respondents of the 1966-69 graduation period, for example, 45 percent of the BBA's reached 1973 income levels of $25,000 or better while 80 percent of the MBA's did the same. Among the 1970-71 graduates, 28 percent of the BBA's reached the $25,000 and above level of income in 1973, while 67 percent of the MBA's made it to this income level in 1973. Only eight percent of the BBA graduates from the 1972-73 period reached the 1973 income level of $25,000 or above. This is most likely due to the lack of work experience involved. Twenty-seven percent of those MBA's from this graduation period have reached the $25,000 or above level of 1973 income.

In summary, then, we can see that the incomes of both BBA's and MBA's do indeed appear to increase as experience and knowledge in a given real estate

activity increase. Of total BBA and MBA respondents to this questionnaire, a large number (about 48 percent) have reached 1973 income levels of $25,000 or greater. The next table provides a comparison between BBA's and MBA's with respect to their 1973 incomes. Data is again presented by year of graduation and in percentages of total BBA or MBA responses.

1973 INCOME	(%) 1956-65	(%) 1966-69	(%) 1970-71	(%) 1972-73
Below $8,000				
BBA	0	0	0	38
MBA	0	0	0	17
$8,000-15,999				
BBA	12	25	58	38
MBA	0	0	22	34
$16,000-24,999				
BBA	17	30	14	16
MBA	29	20	11	22
$25,000-49,999				
BBA	38	30	14	8
MBA	0	66	45	22
$50,000-99,999				
BBA	15	10	14	0
MBA	14	7	0	5
Above $100,000				
BBA	18	5	0	0
MBA	57	7	22	0

Comparison Between Self-Employed Graduates and Employed Graduates With Respect To Incomes In 1973

As mentioned earlier, the real estate field offers the individual an unusually fine opportunity to enter the market after graduation and shortly become a self-employed businessman. In general, the self-employed have higher current incomes than do the employed. In 1973 only 25 percent of the total responding group in the "Below $8,000" income category were self-employed. Also, the highest income levels tend to be found among the self-employed. Approximately 73 percent of those respondents who reported themselves to be in the "$100,000 or Above" 1973 income category were also self-employed. In other income categories, however, the differences are a bit more difficult to distinguish, although in the highest three income categories reported, the majority of those reporting were self-employed. Of the total who responded to this series of questions, 40 percent reported themselves to be self-employed. Of the total number of self-employed, 84 percent have managed to reach at least the $20,000 level of income in 1973, and the majority have surpassed it with 16 percent of the total respondents in the "Above $100,000" income category. Of those respondents who were not self-employed, only 41 percent managed to attain the "20,000 or above" income level in 1973. In addition, only 4 percent of these respondents reached 1973 incomes of greater than $100,000.

The following table compares the 1973 incomes of the self-employed with that of the employed among both BBA's and MBA's. Data is presented in the form of percentages of total responses received for each income category.

1973 INCOME	(%) SELF-EMPLOYED	(%) EMPLOYED
Below $8,000	25	75
$8,000 - 15,999	10	90
$16,000 - 21,999	40	60
$25,000 - 49,999	53	47
$50,000 - 99,999	57	43
Above $100,000	73	27

Average Annual Income, 1971-73

The annual income that a person makes is important, but more important is the income that a person makes over a period of several years. Consequently, this study considered the average annual income for the three-year period from 1971 through 1973.

In the next table strong support is given to the belief that income in the real estate industry will increase over time as the individual accrues experience in his particular field. Of the BBA's who responded, none of those who graduated in the 1972-73 period had attained an average annual income level any greater than $25,000. Of those BBA's who graduated in the 1970-71 period, 14 percent had reached or exceeded this average level of annual income. Twenty-six percent of the respondents who graduated in the 1966-69 period had reached average annual income levels of $25,000 or greater in the 1971-73 three-year period. In this same average annual income period under study, 53 percent of those respondents who obtained their BBA's in the 1956-63 period had attained average annual income levels of $25,000 or better with 27 percent of this same group reaching average income levels of $50,000 or better.

Also in the next table, regarding the 1971-73 average annual income levels of the BBA and MBA respondents, support is given to the belief that income will increase with time and experience. For example, only 6 percent of those who obtained MBA's in the latest 1972-73 period had managed to reach or exceed the $25,000 level of income, while the majority (94 percent) had average annual incomes less than $20,000. Thirty-three percent of those respondents who graduated in the 1970-71 period had reached or surpassed the $25,000 average income level. Fifty-three percent of the 1966-69 MBA graduates had average annual incomes which were greater than $25,000 and, finally, 71 percent of those MBA's who received their degrees in the 1956-65 period had surpassed the $25,000 level with 43 percent of this group achieving the average annual income level of $100,000 or above.

The next table provides a comparison between BBA's and MBA's with respect to their average annual incomes from 1971 through 1973. Data is again presented by year of graduation and in percentages of total BBA or MBA responses.

AVERAGE ANNUAL INCOME (1971-73)	(%) 1956-65	(%) 1966-69	(%) 1970-71	(%) 1972-73
Below $8,000				
BBA	0	5	14	33
MBA	0	0	0	27
$8,000 - 15,999				
BBA	17	32	57	42
MBA	14	7	33	40
$16,000 - 24,999				
BBA	30	37	15	25
MBA	14	40	34	27
$25,000 - 49,999				
BBA	25	16	7	0
MBA	15	46	11	6
$50,000 - 99,999				
BBA	15	5	7	0
MBA	14	0	11	0
Above $100,000				
BBA	13	5	0	0
MBA	43	7	11	0

Average Annual Incomes, 1971-73
Of Self-Employed BBA's And MBA's As
Compared With Employed BBA's And MBA's

Average annual income based upon a period of several years is an important aid in such an analysis as this, but just as important is a comparison of these average income levels with respect to those respondents who are self-employed

and those who are not. The next table compares the success of those who are self-employed with those who are not in terms of average annual income for the 1971-73 period. It is interesting to note that the majority of respondents with reported average annual incomes in the highest income categories are self-employed. Seventy-five percent of those in the "Above $100,000" category are self-employed and 100 percent of those in the "$75 - 99,999" average annual income category are self-employed. Sixty-three percent of those with reported average annual incomes in the "$50 - 74,999" range are self-employed. It is also quite interesting to note that of the respondents with reported average annual incomes in the lowest income categories, the majority are not self-employed. Of those with average annual incomes less than $8,000, 82 percent are not self-employed. Likewise, of those who are in the next income category ($8 - 11,999), only 18 percent are self-employed. In the next average income category ($12 - 15,999), 79 percent of those with incomes in this category are not self-employed.

Between these two extremes in the "$16 - 49,999" average annual income categories, the distinctions are not as well defined. The evidence does support the conclusion, however, that the average annual incomes of the self-employed are generally much higher than the incomes of those individuals who are not self-employed. In summary, it has been observed that the majority of those BBA and MBA respondents who can be placed in the higher income categories are those who are also self-employed. This adds to the attractiveness of self-employment and lends itself to explaining why many individuals seek this stage as they increase their knowledge and experience in given real estate activities.

In the following table we are provided with a comparison of three-year average annual incomes for 1971-73 of the self-employed BBA's and MBA's with

those BBA's and MBA's who are not self-employed. Data is presented as a percentage of total responses in each average annual income category.

AVERAGE INCOME	(%) SELF-EMPLOYED	(%) EMPLOYED
Below $8,000	18	82
$8,000 - 15,999	19	81
$16,000 - 24,999	46	54
$25,000 - 49,999	52	48
$50,000 - 99,999	70	30
Above $100,000	75	25

REVIEW OF SOUTHERN METHODIST UNIVERSITY GRADUATES IN REAL ESTATE PART II OF TWO PARTS*

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This is the second of two articles in The Texas Realtor presenting the results of a comprehensive study of graduates of the School of Business Administration of Southern Methodist University who received their Bachelor of Business Administration (BBA) degrees or their Master of Business Administration (MBA) degrees with specialization in Real Estate between 1956 and 1973. The first article dealt with what has happened to them after graduation. This article deals with how they view -- with the benefit of hindsight -- the value of the Real Estate courses they took and the type of learning experiences they had.

When the Real Estate Program of the School of Business Administration of Southern Methodist University began its expansion in 1955, it became apparent that the greatest asset the program had was the Dallas real estate industry.

The Dallas real estate industry -- led by the Greater Dallas Board of Realtors -- included outstanding experts in the various fields of real estate who were willing to share their knowledge with students as faculty members and as guest lecturers. In addition, they were willing to share their experiences by allowing these students to work for them as interns in their firms. The Dallas metropolitan area -- with its rapidly developing and varied real estate activities -- provided the appropriate laboratory for the students.

Since the development of this program of Real Estate education, its uniqueness has been in its strong emphasis upon "action learning" -- that is, learning by doing. This provided the student with an opportunity to apply what he had been learning in the classroom to the "real world" through the Intern Program and through special projects. The Intern Program is the most important part of the student's unique

* See Part I for an explanation of how the study was conducted.

action learning experiences. This program was initiated in 1955 and has been continued in cooperation with the Greater Dallas Board of Realtors.

Under the Intern Program a senior-level undergraduate student or a graduate student works as an intern with a real estate firm for at least 10 hours each week; in many cases the student works up to 25 hours each week. The students are either paid a small hourly wage or receive some type of commission. In addition, the students receive academic credit for this experience.

The Intern Program has grown until it now includes 16 undergraduate and 21 graduate students as of the spring of 1975.

The number and variety of courses available to students have also expanded to the point that there are now 11 courses at the undergraduate level and 11 courses at the graduate level.

Students graduating with a Bachelor of Business Administration (BBA) degree or a Master of Business Administration (MBA) degree between 1956 and 1973 evaluated both the type of learning and the courses they took as students in terms of their usefulness to them after graduation.

In analyzing the results of this study, it should be recognized that over time there have been different faculty members, with varying skills and teaching methods, handling the same courses.

Type of Learning

Learning experiences of students while attending SMU fell into four major categories -- (1) action learning, (2) guest lectures, (3) seminars, and (4) lectures. Among both BBA's and MBA's, action learning experiences proved to be the most helpful, followed by guest lectures, seminars, and lectures -- in that order. The graduates of SMU's School of Business who responded to this questionnaire ranked each type of learning experience encountered while at SMU as "Most Helpful,"

"Average," or "Least Helpful."

It is quite obvious that the students (both BBA and MBA) are most receptive to the action learning experiences. As can be seen in the next table, the majority of BBA graduates (88 percent) classified this type of learning experience as "Most Helpful," and such was also the case with MBA graduates, 94 percent of whom considered the action learning experience to be "Most Helpful."

Also considered valuable were the guest lectures where the students were able to meet and learn from the professionals in the area real estate industry. While the purely academic aspect of learning is very important, so is the exposure to actual applications in the area industry. Sixty-eight percent of the BBA's and 65 percent of the MBA respondents considered this learning style as "Most Helpful."

Fifty-nine percent of both MBA and BBA respondents considered the seminar style of learning to be "Most Helpful," further indicating the student's desire to actually participate in his learning experience.

Considered as least helpful by the graduates was the lecture style of learning. Sixty-eight percent of the BBA's and 65 percent of the MBA's considered lectures to be of only "Average" value. Undoubtedly, this can be attributed to the student's inability to actually participate to any great degree in the learning experience; although, again, such exposure to the material is still important.

The following table provides a breakdown of the opinions of graduates in classifying each type of learning as to its usefulness to them. Data is presented in percentages of total MBA or BBA responses in each of the three opinion categories (Most Helpful, Average or Least Helpful).

CLASSIFICATION	(%) ACTION LEARNING	(%) GUEST LECTURES	(%) SEMINARS	(%) LECTURES
Most Helpful				
BBA's	88	68	59	23
MBA's	94	65	59	27
Average				
BBA's	10	29	37	68
MBA's	0	33	35	65
Least Helpful				
BBA's	2	3	4	9
MBA's	5	2	6	8

Evaluation of Courses

Individual course offerings at the graduate (MBA) level and undergraduate (BBA) level were evaluated by the respondents as to the usefulness of these courses to them after graduation. In interpreting these results, it must be recognized that a graduate of SMU may be in a type of real estate activity where he is not in a position to make use of a particular course. It can certainly be concluded that the courses which rank high in the "Most Helpful" category have applicability to a wide range of real estate activities.

The course deemed most worthwhile by the largest percentage of undergraduate (BBA) respondents who had taken it, was the Intern Program. Four out of five students who had completed the course said it was "Most Helpful" after graduation. Real Estate Appraisal I ranked high in the list of undergraduate course offerings considered "Most Helpful" after graduation with 78 percent of those BBA respondents who had taken the course classifying it in such a manner. Although 48 percent of the BBA's responding had not taken Real Estate Appraisal II, 77 percent of those who had taken it rated the course as "Most Helpful." Other courses faring well in the ratings by BBA's were Real Estate Law and Real Estate Finance.

There were several undergraduate courses which a considerable number of BBA respondents evaluated as of average value. These were Real Estate Fundamentals, Real Estate Practice, Real Estate Management, City Planning, Planning and Construction of Commercial and Industrial Property, and Planning and Construction of Residential Property.

There were no courses rated by a significant number of BBA respondents as "Least Helpful" after graduation. Of those who had taken the courses, slightly over 20 percent judged Real Estate Practice, Real Estate Management, and City Planning to be "Least Helpful."

The following table provides information, with respect to course evaluations, from BBA graduates of SMU's Real Estate Program. Data for each evaluative category is presented in the form of percentages of total respondents taking each course.

COURSE	(%) MOST HELPFUL	(%) AVERAGE	(%) LEAST HELPFUL
R.E. Fundamentals	37	57	6
R.E. Practice	31	45	24
R.E. Management	23	55	22
R.E. Finance	46	40	14
R.E. Appraisal I	78	18	4
R.E. Appraisal II	77	21	2
R.E. Law	52	40	8
City Planning	17	60	23
Planning and Construction of Commercial and Industrial Property	39	55	6
Planning and Construction of Residential Property	41	53	6
Intern Program	80	14	6

The results of the study of graduate courses were similar to the undergraduate results. All MBA's who had participated in the Intern Program considered this course "Most Helpful." The Seminar in Real Estate Development was rated "Most Helpful" by 87 percent of those who had completed the course. The Seminar in Real Estate Investments was rated "Most Helpful" by 79 percent of those who took the course. The same faculty member has handled these three courses since they were begun. Other highly rated courses were Real Estate Appraisal, Real Estate Financial Management, and Problems and Research in Real Estate.

Two graduate courses were evaluated as being of "Average" value to present careers by the majority of those MBA's exposed to them -- Seminar in General Real Estate and Management of Real Estate.

Among the graduate course offerings, there were none rated "Least Helpful" by more than two or three MBA's.

The following table provides details for these findings and others. As in the preceding table, data for each evaluative category is presented in the form of percentages of total respondents taking each course.

COURSE	(%) MOST HELPFUL	(%) AVERAGE	(%) LEAST HELPFUL
Seminar in General R.E. - Introductory Course	44	56	0
R.E. Financial Management	56	35	9
R.E. Appraisal	70	30	0
Management of R.E.	38	54	8
Intern Program	100	0	0
Problems and Research in R.E.	50	40	10
Seminar in R.E. Development	87	10	3
Seminar in R.E. Investment	79	21	0
City and Regional Planning	20	40	40

Comments By Graduates

The mail questionnaire used in the study contained four open-ended questions, that is, they required the respondent to write out his answer. Two questions asked the respondent to make comments with respect to what he liked most and least about the Real Estate Program at Southern Methodist University. One question asked what types of courses and/or learning experiences were felt to be missed or inadequately covered in SMU's Real Estate Program. The final question was of a more general nature asking for additional comments not only about the Real Estate Program, but about the School of Business Administration or the rest of SMU as well.

The overall response was excellent, especially in light of the reluctance of many people to spend the time and effort to answer open-ended questions. Ninety-seven percent of the BBA and MBA respondents answered at least one of the open-ended questions, with over 65 percent contributing answers to all three "specific" questions on the Real Estate Program -- many at great length. Those who did answer all of the questions appeared, as a rule, to have responded in a constructive, interested manner, while those who did not answer them all were often very brief, as if they hurried through the questionnaire.

Income variance did not seem to influence the response level. However, the degree of response improved steadily from the earliest graduates to the most recent. The response from the earliest graduates was well below the average. However, this is understandable, since it has been 14 to 18 years since their graduation. Many simply could not remember as much about their experience at SMU as could more recent graduates. After 1960, the level of response was virtually unanimous, with greater degrees of involvement in each succeeding group of graduates.

The following table provides, by year of graduation, the percentage of total respondents answering at least one question and the percentage of total respondents answering all questions.

YEAR OF GRADUATION	PERCENT ANSWERING AT LEAST ONE QUESTION	PERCENT ANSWERING ALL QUESTIONS
1956 - 60	82	41
1961 - 65	100	57
1966 - 70	100	66
1971 - 73	96	75
1956 - 73	97	65

Although the respondents were not specifically asked to indicate whether they now view their experiences in the Real Estate Program favorably or unfavorably, an analysis of the responses indicates that the overall opinion was very positive with almost 12 times as many students responding favorably as those who responded unfavorably. Nearly half of those favorable were totally so, being very satisfied and happy with their experience in the Real Estate Program at SMU. On the other hand, only one of the responses can be considered extremely unfavorable.

The following table provides, by year of graduation, the percentage of total volunteered responses to the open-ended questions which can be placed in each of the three opinion categories -- Favorable, Unfavorable, or Noncommittal.

YEAR OF GRADUATION	(%) FAVORABLE	(%) UNFAVORABLE	(%) NONCOMMITTAL
1956 - 60	64	0	36
1961 - 65	61	3	36
1966 - 70	41	12	47
1971 - 73	71	2	27
1956 - 73	59	5	36

Over three-fourths of those answering open-ended questions either stressed the importance of, or said that they most liked, the exposure to real estate professionals. The only group in which this opinion was not predominant was the early graduate group. Whether due to further development of the Intern Program and seminars, or whatever the reason, 82 percent of those graduating since 1960 spoke positively about industry exposure. The very high percentage of 89 percent noted in the most recent graduate group could in part be due to the expansion of the Intern Program to the graduate level in 1971.

The following table provides, by year of graduation, the percentage of total BBA and MBA responses which were favorable toward the student's exposure to professionals in the Real Estate industry.

YEAR OF GRADUATION	1956-1960	1961-1965	1966-1970	1971-1973	TOTAL
POSITIVE RESPONSES	29	79	76	89	77

Dislikes about the Real Estate Program tended to be less about the subject

matter and the design of the program and more about the ways in which the material was presented. Fourteen percent of the respondents complained about poor professors or professors who just read from the book. Nine percent of the respondents expressed the opinion that the course requirements or the courses themselves were too easy and suggested that they be made more demanding. There were several dislikes about outside speakers and the Intern Program, but in nearly every case the complaint concerned an outside speaker not knowing how to teach or the student's being associated with an inadequate firm for an internship. Only three persons disliked seminars, and only one disliked the Intern Program itself. Above and beyond these, the main dislikes were classes being too large, classes located downtown, not enough effective counseling, poor course times, et cetera.

In spite of the practical orientation of the Real Estate Program, 13 percent of the respondents volunteered suggestions that there needed to be more practical applications.

The Real Estate faculty at Southern Methodist University is giving consideration to the findings of this study in a comprehensive review of the School of Business Administration's Real Estate Program and the individual Real Estate courses.

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TEXTS--PERIODICALS

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Book Services Program
Herbert U. Nelson Memorial Library
National Association of Realtors
155 East Superior Street
Chicago, Illinois 60611

Section I

Appraisal of Real Estate. American Institute of Real Estate Appraisers. (6th ed., 1973)	in prep.
Principles of Real Estate Management. Downs. (10th ed., 1970)	12.50 *
Real Estate Finance. Hoagland & Stone. (4th ed., 1969)	16.20
Real Estate Investment Strategy. Seldin and Swesnik. (1970)	10.40
Real Estate Law. Kratovil. (5th ed., 1969)	14.45
Real Estate Office Secretary's Handbook. Doris. (Rev. ed., 1966)	9.40
Real Estate Salesman's Handbook. National Institute of Real Estate Brokers. (1972 ed.)	7.90 *

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Section II

Community Builders Handbook. Urban Land Institute. (1968 ed.)	20.45
Farm And Ranch Brokers Manual. National Institute of Farm And Land Brokers. (Rev. ed., 1970)	10.00 *
Farm Appraisal And Valuation. Murray. (5th ed., 1969)	10.95
Industrial Real Estate, by Kinnard. Society of Industrial Realtors. (2d ed., 1971)	12.50 *
Land Development Manual. National Association of Home Builders. (Rev. ed., 1969)	7.45
Listing Real Estate. California Real Estate Association. (1969)	12.45
Questions And Answers on Real Estate. Semenow. (7th ed., 1972)	10.40
Real Estate Desk Book. Casey. (4th ed., 1971)	25.45
Real Estate Office Administration. California Real Estate Association. (1963)	6.40
Selling Real Estate. California Real Estate Association. (1970)	9.45

Section III

Appraisal Terminology And Handbook. American Institute of Real Estate Appraisers. (5th ed., rev. 1967) 7.50 *

Monthly Payment - Direct Reduction Loan Amortization Schedules. Financial Publishing Company. (1970 ed.) 25.45

Percentage Leases. National Institute of Real Estate Brokers. (12th ed., 1970) 10.00 *

Real Estate Brokerage. Case. (1965) 12.40

Real Estate Management Department. Institute of Real Estate Management. (1967 ed.) 7.50 *

Single Family Residential Appraisal Manual, by Knowles. American Institute of Real Estate Appriaers. (1967) 6.00 *

Training Manual for Real Estate Salesmen. Stone. (1965) 15.45

Section IV

Appraisal Process. Schmutz. (3d ed., 1959) 8.45

Condominiums & Cooperatives. Clurman & Hebard. (1970) 15.40

The Dollars And Cents of Shopping Centers. Urban Land Institute. (1972) 30.45

Encyclopedia of Real Estate Appraising. Friedman. (1968 ed.) $30.40

Federal Taxes Affecting Real Estate. National Institute of Farm And Land Brokers. (3d ed., 1970) 18.00 *

Mortgage Banking. Pease & Kerwood. (2d ed., 1965) 11.95

Taxation And Exchange Techniques. National Institute of Real Estate Brokers. (1972) 15.00 *

What Is Real Estate Counseling? American Society of Real Estate Counselors. (1962) 1.00 *

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REAL ESTATE TEXTS ADOPTED BY TEXAS JUNIOR AND SENIOR COLLEGES 1974-75

AUTHOR	TITLE	PUBLISHER	NUMBER ADOPTED JR	SR	TOTAL
	PRINCIPLES				
Morse and Taylor	Modern Real Estate Prac. in Texas	Real Est. Ed. Co.	26	8	34
NIREB	Real Estate Salesman Handbook	NIREB	1	2	3
Ring	Prin. and Practice of Real Est.	Prentice-Hall	11	9	20
Smith Et Al	Real Estate & Urban Development	Irwin	0	4	4
Unger	Real Estate Prin. and Practice	South-Western	8	8	16
	FINANCE AND MATHEMATICS				
Bryant	Mortgage Lending	McGraw-Hill	1	0	1
Hoagland & Stone	Real Estate Finance	Irwin	12	4	16
Maisel	Finance of Real Estate	McGraw-Hill	0	2	2
Pease	Mortgage Banking	McGraw-Hill	2	1	3
Wiedemer	Real Estate Finance	Reston Pub. Co.	9	5	14
	LAW AND CONVEYANCE				
Kratovil	Real Estate Law	Prentice-Hall	10	7	17
Lusk	Law of Real Estate	Irwin	1	2	3
Thurow	Real Estate Law of Texas	Hemphill's	11	3	14
	APPRAISAL AND VALUATION				
AIREA	Appraisal of Real Estate	AIREA	19	10	29
Barlowe	Land Resource Economics	Prentice-Hall	0	1	1
Kinnard	Income Property Valuation	SREA	0	1	1
Knowles	Single Family Res. Appraisal	Prentice-Hall	3	0	3
Ring	Valuation of Real Estate	Prentice-Hall	1	1	2
Suter	Appraisal of Farm Real Estate	Retus Inc.	0	1	1
	BROKERAGE AND PRACTICE				
Case	Real Estate Brokerage	Prentice-Hall	2	0	2
Weich	Real Est. (College Outline Series)	Barnes & Noble	0	1	1
	MANAGEMENT				
Downs	Prin. of Real Estate Mgmt.	IREM	4	5	9
Kinnard & Messner	Industrial Real Estate	SIR	0	1	1

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   National Association of Home Builders of the U.S.

2. APARTMENT FUNDAMENTALS II - Tape
   National Association of Home Builders of the U.S.

3. APARTMENT MANAGEMENT - Tape
   Side 1

4. "APPRAISING INCOME PROPERTIES FOR MORTGAGE LOANS" - Tape
   Schimmel - for Valutapes
   Prepared by Alfred Schimmel, ASA for Valutapes

5. CONDOMINIUM: AIR LOT LIVING - Tape
   United States Savings and Loan League
   (Coordinated with slides)

6. "COST MANUALS AND COST DATA" - Tape
   Ball-for Valutapes
   Prepared by Thomas L. Ball, ASA for Valutapes

7. HOW TO DO P.U.D.
   NAHB Builder Education Tape Library
   (Side 1)

8. INDUSTRIAL REAL ESTATE DEVELOPMENT - Tape
   Program Coordinator: John Stone
   Panelists

9. AN INTRODUCTION TO THE MARKET DATA APPROACH - Slides
   IAAO - Education Department
   (Tray #1)

10. JOINT VENTURES IN RAW LAND AND INCOME PROPERTIES - Tape
    Program Coordinators: John Stone
    Richard Buerkle
    Panelists

11. LAND PLANNING: PRACTICE AND PROMISE - Slides
    United States Savings & Loan League
    (Coordinated with tape)

12. "LICENSING/CERTIFICATION OF APPRAISERS: PRO BONO PUBLICO" (PART ONE) - Tape
    Pierce-for Valutapes
    Prepared by Philip F. Pierce, ASA, MAI, SRA, for Valutapes

13. MAKING AND SAVING MONEY (APARTMENTS)-Tape
    National Association of Home Builders of the United States

14. MAKING THE MOST OF YOUR MARKET (Apartments) - Tape

15. MAKING YOUR PROJECT PROFITABLE - Tape
    NAHB International Apartment Conference 1971

16. MANAGING LOW & MODERATE INCOME HOUSING - Tape
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    Jensen-for Valutapes
    Prepared by Howard I. Jensen, ASA, for Valutapes.

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Lesson #1: How to Get Listings
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Lesson #4: How to Use the Telephone to Build Real Estate Sales
Lesson #5: How to Prospect for Real Estate Sales
Lesson #6: How to Use Showmanship to Build Real Estate Sales
Lesson #7: How to Qualify Buyers & Sellers
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Unites States Savings & Loan League
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30. U.T. REAL ESTATE CAREER DAY 4/27/72 - Tape
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31. ZONING, PLANNING AND THE LAW - Tape

ADDITIONS:

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The Society of Real Estate Appraisers
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Tape 2: Highest and Best Use
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Tape 6: Correlation-Report Writing and Ethics

33. REP 15 — CALIFORNIA LEARNING PACKAGES
REP 1: California Perspectives
REP 2: Establishing the Real Estate Office
REP 3: Obtaining and Preparing Listings
REP 4: Realistic Property Valuation
REP 5: Real Estate Advertising
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REP 8: Real Estate Finance
REP8.1: Mathematics in Real Estate
REP 9: Using Deposit Receipts in Closing Sales
REP 10: Taxes and Real Estate Transactions
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REP 12: Real Estate Investment
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REAL ESTATE PERIODICAL LISTING

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CALIFORNIA REAL ESTATE MAGAZINE. California Real Estate Association, 520 South Grand Ave., Los Angeles, Calif. 90017. (Monthly)

CREA REPORTER. Canadian Real Estate Association, 99 Duncan Road, Don Mills, Ont., Canada. (Monthly)

LAND ECONOMICS. University of Wisconsin, Social Science Building, Madison, Wis. 53706. (Quarterly)

MOBILE AND RECREATIONAL HOUSING MERCHANDISER. Vance Publishing Corp., 300 West Adams St., Chicago, Ill. 60606. (Monthly)

NATIONAL MARKET LETTER. Real Estate Research Corp., 72 West Adams St., Chicago, Ill. 60603. (Monthly)

REAL ESTATE FORUM. Real Estate Forum, Inc., 30 East 42nd St., New York, N.Y. 10017. (Monthly)

REAL ESTATE "INSIDER" NEWSLETTER. 2315 Broadway, New York, N.Y. 10024. (Weekly)

REAL ESTATE OPPORTUNITIES. Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632. (Monthly)

REAL ESTATE REVIEW. Warren, Gorham & Lamont, Inc., 89 Beach St., Boston, Mass. 02111. (Quarterly)

REAL ESTATE WEEKLY. 614 East 14th St., New York, N.Y. 10009. (Weekly)

REAL PROPERTY NEWS. Philadelphia Board of Realtors, 1604 Locust St., Philadelphia, Pa. 19103. (Twice a month)

REALTOR'S HEADLINES. National Association of Real Estate Boards, 155 East 52nd St., New York, N.Y. 10022. (Weekly)

REALTY. Benenson Publications, Inc., 156 East 52nd St., New York, N.Y. 10022. (Weekly)

REALTY ROUND-UP. Real Estate Forum, 30 East 42nd St., New York, N.Y. 10017. (Weekly)

WHAT WOMEN REALTORS ARE DOING. Women's Council of the National Association of Real Estate Boards, 155 East Superior St., Chicago, Ill. 60611. (Monthly)

CONDOMINIUM REPORT. Warren, Gorham & Lamont, Inc., 89 Beach St., Boston, Mass. 02111. (Monthly)

BROKERAGE

FARM AND LAND REALTOR. National Institute of Farm and Land Brokers, 155 East Superior St., Chicago, Ill. 60611. (Monthly)

FARM AND RANCH BULLETIN. Federal Reserve Bank of Dallas, Dallas, Tx. (Monthly)

FARM REAL ESTATE MARKET DEVELOPMENTS. U.S. Dept. of Agriculture, Economics Research Service, Washington, D.C. 20250. (3 times a year)

MORTGAGE AND REAL ESTATE EXECUTIVES REPORT. 89 Beach St., Boston, Mass. 02111. (Twice a month)

MORTGAGE LOAN

Mortgage Bankers Association of America, 1125 Fifteenth St., N.W., Washington, D.C. 20005. (Monthly)

REAL ESTATE LENDERS REPORT. Warren, Gorham & Lamont, Inc., 89 Beach St., Boston, Mass., 02111. (Monthly)

SAVINGS AND LOAN NEWS. United States Savings and Loan League, 111 East Wacker Drive, Chicago, Ill. 60604. (Monthly)

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APPRAISAL

APPRAISAL BRIEFS. Society of Real Estate Appraisers, 7 Dearborn Street, Chicago, Illinois, 60603. (Weekly)

APPRAISAL INSTITUTE MAGAZINE. Appraisal Institute of Canada, 177 Lombard Ave. Winnipeg R3B OW5, Manitoba, Canada. (Quarterly)

APPRAISAL JOURNAL. American Institute of Real Estate Appraisers, 155 East Superior St., Chicago, Ill. 60611. (Quarterly)

APPRAISER, THE. American Institute of Real Estate Appraisers, 155 East Superior St., Chicago, Ill. 60611 (Monthly)

JOURNAL OF THE AMERICAN SOCIETY OF FARM MANAGERS AND RURAL APPRAISERS, 470 South Colorado Blvd., Denver, Colo. 80222. (Semi-annually April & September.)

REAL ESTATE APPRAISER. Society of Real Estate Appraisers, 7 South Dearborn Street, Chicago, Ill. 60603. (Bi-monthly)

VALUATION. American Society of Appraisers, 1101 17th St., N.W., Washington D.C. 20036. (3 issues a year)

LAW

BUSINESS LAWYER. The Section of Corporation, Banking and Business Law of the American Bar Association, 1155 East 60th St., Chicago, Ill. 60637. (Quarterly)

LAWYERS TITLE NEWS. Lawyers Title Insurance Corp., Box 27567, Richmond, Va. 23261. (Bi-monthly)

LEGAL BULLETIN. U.S. Savings & Loan League, 111 East Wacker Drive, Chicago, Ill. 60601. (Bi-monthly)

LIVING REAL ESTATE LAW. Real Estate Law Institute, Inc., Box 12528, San Antonio, Texas 78212. (Monthly)

REAL ESTATE LAW JOURNAL. Warren, Gorham & Lamont, Inc., 89 Beach St., Boston, Mass. 02111. (Quarterly)

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TITLE NEWS. American Land Title Association, 1828 L. St., N.W., Washington, D.C. 20036. (Monthly)

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BUILDINGS. Stamats Publishing Co., 427 Sixth Avenue, S.E., Cedar Rapids, Ia. 52406. (Monthly)

JOURNAL OF PROPERTY MANAGEMENT. Institute of Real Estate Management, 155 East Superior St., Chicago, Ill. 60611. (Bi-monthly)

REAL ESTATE MANAGEMENT OPERATING TECHNIQUES. Institute of Real Estate Management, 155 Superior St., Chicago, Ill. 60611. (Monthly)

RESORT MANAGEMENT. Resort Management, Inc., 1509 Madison Avenue, Memphis, Tenn. 38104. (Monthly)

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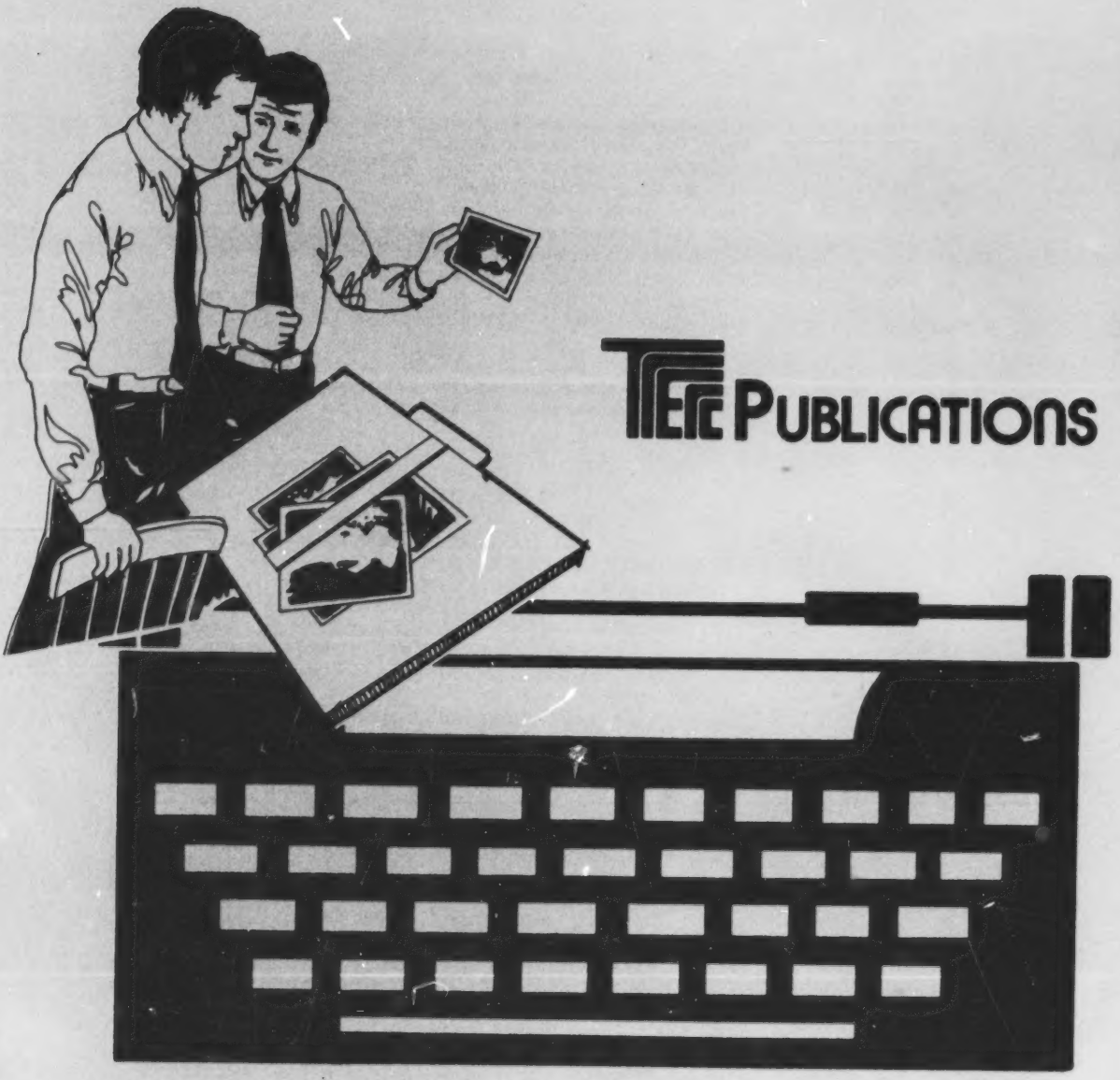
APPENDIX A



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APPENDIX B

Provisions Of
The New Texas Real Estate License Act

(Art. 6573a, V.A.C.S.)
Effective, May 19, 1975

Presented By
TEXAS ASSOCIATION OF REALTORS
P.O. Box 14488 Austin, Texas 78761

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The Texas Real Estate License Act

THE REAL ESTATE LICENSE ACT

"Section 1. (a) This Act shall be known and may be cited as 'The Real Estate License Act.'

"(b) It is unlawful for a person to act in the capacity of, engage in the business of, or advertise or hold himself out as engaging in or conducting the business of a real estate broker or a real estate salesman within this state without first obtaining a real estate license from the Texas Real Estate Commission. It is unlawful for a person licensed as a real estate salesman to act or attempt to act as a real estate agent unless he is, at such time, associated with a licensed Texas real estate broker and acting for the licensed real estate broker.

"(c) Each real estate broker licensed pursuant to this Act is responsible to the commission, members of the public, and his clients for all acts and conduct performed under this Act by himself or by a real estate salesman associated with or acting for the broker.

"(d) No real estate salesman shall accept compensation for real estate sales and transactions from any person other than the broker under whom he is at the time licensed.

"(e) No real estate salesman shall pay a commission to any person except through the broker under whom he is at the time licensed.

"Section 2. As used in this Act:

"(1) 'Real estate' means a leasehold, as well as any other interest or estate in land, whether corporeal, incorporeal, freehold, or nonfreehold, and whether the real estate is situated in this state or elsewhere.

"(2) 'Real estate broker' means a person who, for another person and for a fee, commission, or other valuable consideration, or with the intention or in the expectation or on the promise of receiving or collecting a fee, commission, or other valuable consideration from another person:

"(A) sells, exchanges, purchases, rents, or leases real estate;

"(B) offers to sell, exchange, purchase, rent, or lease real estate;

"(C) negotiates or attempts to negotiate the listing, sale, exchange, purchase, rental, or leasing of real estate;

"(D) lists or offers or attempts or agrees to list real estate for sale, rental, lease, exchange, or trade;

"(E) appraises or offers or attempts or agrees to appraise real estate;

"(F) auctions, or offers or attempts or agrees to auction, real estate;

"(G) buys or sells or offers to buy or sell, or otherwise deals in options on real estate;

"(H) aids, attempts, or offers to aid in locating or obtaining for purchase, rent, or lease any real estate;

"(I) procures or assists in the procuring of prospects for the purpose of effecting the sale, exchange, lease, or rental of real estate; or

"(J) procures or assists in the procuring of properties for the purpose of effecting the sale, exchange, lease, or rental of real estate.

"(3) 'Broker' also includes a person employed by or on behalf of the owner or owners of lots or other parcels of real estate, at a salary, fee, commission, or any other valuable consideration, to sell the real estate or any part thereof, in lots or parcels or other disposition thereof. It also includes a person who engages in the business of charging an advance fee or contracting for collection of a fee in connection with a contract whereby he undertakes primarily to promote the sale of real estate either through its listing in a publication issued primarily for such purpose, or for referral of information concerning the real estate to brokers, or both.

"(4) 'Real estate salesman' means a person associated with a Texas licensed real estate broker for the purposes of performing acts or transactions comprehended by the definition of 'real estate broker' as defined in this Act.

"(5) 'Person' means an individual, a partnership, or a corporation, foreign or domestic.

"(6) 'Commission' means the Texas Real Estate Commission.

"(7) If the sense requires it, words in the present tense include the future tense; in the masculine gender, include the feminine or neuter gender; in the singular number, include the plural number; in the plural number, include the singular number; the word 'and' may be read 'or'; and the word 'or' may be read 'and.'

"Section 3. The provisions of this Act shall not apply to any of the following persons and transactions, and each and all of the following persons and transactions are hereby exempted from the provisions of this Act, to wit:

"(a) an attorney at law licensed in this state or in any other state;

"(b) an attorney in fact under a duly executed power of attorney authorizing the consummation of a real estate transaction;

"(c) a public official in the conduct of his official duties;

"(d) a person acting officially as a receiver, trustee, administrator, executor, or guardian;

"(e) a person acting under a court order or under the authority of a will or a written trust instrument;

"(f) a salesperson employed by an owner in the sale of structures and land on which said structures are situated, provided such structures are erected by the owner in the due course of his business;

"(g) an on-site manager of an apartment complex;

"(h) transactions involving the sale, lease, or transfer of any mineral or mining interest in real property;

"(i) an owner or his employees in renting or leasing his own real estate whether improved or unimproved;

"(j) transactions involving the sale, lease, or transfer of cemetery lots.

"Section 4. A person who, directly or indirectly for another, with the intention or on the promise of receiving any valuable considerations, offers, attempts, or agrees to perform, or performs, a single act defined in Subdivisions 2 and 3, Section 2 of this Act, whether as a part of a transaction, or as an entire transaction, is deemed to be acting as a real estate broker or salesman within the meaning of this Act. The commission of a single such act by a person required to be licensed under this Act and not so licensed shall constitute a violation of this Act.

"Section 5. (a) The administration of the provisions of this Act is vested in a commission, to be known as the 'Texas Real Estate Commission,' consisting of six members to be appointed by the governor with the advice and consent of two-thirds of the senate present. The commissioners hold office for six years or until their successors are appointed and have qualified. Within 15 days after their appointments, they shall qualify by taking the constitutional oath of office and furnishing a bond payable to the Governor of Texas in the penal sum of $10,000, conditional on the faithful performance of their duties as prescribed by law. A vacancy for any cause shall be filled by the governor for the unexpired term. The members of the commission in office at the effective date of this Act shall constitute the commission and shall continue in office until the 5th day of October of the years in which their respective terms expire, or until their successors are appointed and have qualified. At a regu- meeting in October of each year, the commission shall elect from its own membership a chairman, vice-chairman, and secretary. A quorum of the commission consists of four members.

"(b) All members, officers, employees, and agents of the commission are subject to the code of ethics and standards of conduct imposed by Chapter 421, Acts of the 63rd Legislature, Regular Session, 1973 (Article 6252-9b, Vernon's Texas Civil Statutes).

"(c) Each member of the commission shall be a citizen of Texas and a qualified voter, and shall have been engaged in the real estate brokerage business as a licensed real estate broker as his major occupation for at least five years next preceding his appointment.

"(d) Each member of the Commission shall receive as compensation for each day actually spent on his official duties the sum of $50 and his actual and necessary expenses incurred in the performance of his official duties.

"(e) The Commission shall have the authority and power to make and enforce all rules and regulations necessary for the performance of its duties, to establish standards of conduct and ethics for its licensees in keeping with the purposes and intent of this Act or to insure compliance with the provisions of this Act. In addition to any other action, proceeding, or remedy authorized by law, the commission shall have the right to institute an action in its own name to enjoin any violation of any provision of this Act or any rule or regulation of the commission and in order for the commission to sustain such action it shall not be necessary to allege or prove, either that an adequate remedy at law does not exist, or that substantial or irreparable damage would result from the continued violation thereof. Either party to such action may appeal to the appellate court having jurisdiction of said cause. The commission shall not be required to

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give any appeal bond in any action or proceeding to enforce the provisions of this Act.

"(f) The commission is empowered to select and name an administrator, who shall also act as executive secretary, and to select and employ such other subordinate officers and employees as are necessary to administer this Act. The salaries of the administrator and the officers and employees shall be fixed by the commission not to exceed such amounts as are fixed by the applicable general appropriations bill. The commission may designate a subordinate officer as assistant administrator who shall be authorized to act for the administrator in his absence.

"(g) When in this Act a power, right, or duty is conferred on the commission, the power, right , or duty shall be exercised by the administrator or by the assistant administrator, unless the commission directs otherwise by an order entered in the minutes of a commission meeting; and in such case, the power, right, or duty shall rest in or on the commission. Service of process on the administrator or assistant administrator shall be service of process on the commission. Reports, notices, applications, or instruments of any kind required to be filed with the commission shall be considered filed with the commission if filed with the administrator or assistant administrator. A decision, order, or act of the commission referred to in this Act, other than an order of the commission relative to the administrator or his powers, rights, or duties, means and includes an order, decision, or act of the administrator or of the assistant administrator when duly acting for the administrator. Where the commission is authorized in this Act to delegate authority or to designate agents, the administrator, or the assistant administrator when duly acting for the administrator, shall have the right and the power to delegate authority and designate agents, unless the commission shall enter its order in the minutes of a commission meeting directing otherwise. The administrator, or the assistant administrator when duly acting for the administrator, shall act as manager, secretary, and custodian of all records, unless the commission shall otherwise order, and each shall devote his entire time to his office.

"(h) The commission shall adopt a seal of a design which it shall prescribe. Copies of all records and papers in the office of the commission, duly certified and authenticated by the seal of the commission, shall be received in evidence in all courts with like effect as the original.

"(i) Except as provided in Subsection (j) of this section, all money derived from fees, assessments, or charges under this Act, shall be paid by the commission into the State Treasury for safekeeping, and shall be placed by the State Treasurer in a separate fund to be available for the use of the commission in the administration of this Act on requisition by the commission. A necessary amount of the money so paid into the State Treasury is hereby specifically appropriated to the commission for the purpose of paying the salaries and expenses necessary and proper for the administration of this Act, including equipment and maintenance of supplies for the offices or quarters occupied by the commission, and necessary travel expenses for the commission or persons authorized to act for it when performing duties under this Act. At the end of the state fiscal year, any unused portion of the funds in the special account, except such funds as may be appropriated to administer this Act pending receipt of additional revenues available for that purpose, shall be paid into the General Revenue Fund. The comptroller shall, on requisition of the commission, draw warrants from time to time on the State Treasurer for the amount specified in the requisition, not exceeding, however, the amount in the fund at the time of making a requisition. However, all money expended in the administration of this Act shall be specified and determined by itemized appropriation in the general departmental appropriation bill for the Texas Real Estate Commission, and not otherwise.

"(j) Fifteen dollars received by the commission for each annual certification of real estate broker licensure status and $7.50 received by the commission for each annual certification of real estate salesman licensure status shall be transmitted to Texas A&M University for deposit in a separate banking account. The money in the separate account shall be expended for the support and maintenance of the Texas Real Estate Research Center and for carrying out the purposes, objectives, and duties of the center.

"Section 6. (a) A person desiring to act as a real estate broker in this state shall file an application for a license with the commission on a form prescribed by the commission. A broker desiring to engage a person to participate in real estate brokerage activity shall join the person in filing an application for a salesman license on a form prescribed by the commission.

"(b) To be eligible for a license, an individual must be a citizen of the United States, be at least 18 years of age, and be a legal resident of Texas for at least six months immediately preceding the filing of an application, and must satisfy the commission as to his honesty, trustworthiness, integrity, and competency. However, the competency of the individual, for the purpose of qualifying for the granting of licensure privileges, shall be judged solely on the basis of the examination referred to in Section 7 of this Act.

"(c) To be eligible for a license, a corporation must designate one of its officers to act for it. The designated person must be a citizen of the United States, be at least 18 years of age, and be a resident of Texas for at least six months immediately preceding the filing of an application, and must be qualified to be licensed individually as a real estate broker. However, the competency of the person shall be judged solely on the basis of the examination referred to in Section 7 of this Act.

"Section 7. (a) Competency as referred to in Section 6 of this Act shall be established by an examination prepared by or contracted for by the commission. The examination shall be given at such times and at such places within the state as the commission shall prescribe. The examination shall be of scope sufficient in the judgment of the commission to determine that a person is competent to act as a real estate broker or salesman in a manner to protect the interest of the public. The examination for a salesman license shall be less exacting and less stringent than the examination for a broker license. The commission shall furnish each applicant with study material and references on which his examination shall be based. When an applicant for real estate licensure fails a qualifying examination, he may apply for reexamination by filing a request therefor together with the proper fee. The examination requirement shall be satisfied within one year from the date the application for a license is filed. Courses of study required for licensure shall include but not be limited to the following: arithmetical calculations as used in real estate transactions; rudimentary principles of conveyancing; the general purposes and effect of deeds, deeds of trust, mortgages, land contracts of sales, leases, liens, and listing contracts; elementary prin-

ciples of land economics and appraisals; fundamentals of obligations between principal and agent; principles of real estate practice and canons of ethics pertaining thereto; and the provisions of this Act and rules and regulations of the commission.

"(b) The commission shall waive the examination of an applicant for broker licensure who has, within one year previous to the filing of his application, been licensed in this state as a broker, and shall waive the examination of an applicant for salesman licensure who has, within one year previous to the filing of his application, been licensed in this state as either a broker or salesman.

"(c) From and after the effective date of this Act, each applicant for broker licensure shall furnish the commission satisfactory evidence that he has had not less than two years active exerience in this state as a licensed real estate salesman practitioner during the 36-month period immediately preceding the filing of the application; and, in addition, prior to January 1, 1977, shall furnish the commission satisfactory evidence that he has successfully completed 180 classroom hours in real estate courses or related courses accepted by the commission. On or after January 1, 1977, an applicant for real estate broker licensure shall submit evidence, satisfactory to the commission, of successful completion at an accredited college or university of 12 semester hours of real estate or related courses accepted by the commission, or of a course of study accepted by the commission as being equivalent to the courses offered by accredited colleges and universities. On or after January 1, 1979, the number of required semester hours shall be increased to 15; on or after January 1, 1981, the number of required semester hours shall be increased to 36; and on or after January 1, 1983, the number of required semester hours shall be increased to 48. On or after January 1, 1985, an applicant for a real estate broker license shall submit evidence, satisfactory to the commission, that he has successfully completed 60 semester hours in real estate or related courses accepted by the commission from an accredited college or university, or that he has completed a course of study accepted by the commission as being equivalent to the courses offered by accredited colleges and universities. The requirement of not less than two years experience as a Texas real estate licensee during the 36-month period immediately preceding the filing of the application for broker licensure shall not apply to applications submitted on or after January 1, 1985. These qualifications for broker licensure shall not be required of an applicant who, at the time of making the application, is duly licensed as a real estate broker by any other state in the United States if that state's requirements for licensure are comparable to those of Texas.

"(d) From and after the effective date of this Act, as a prerequisite for applying for salesman licensure prior to January 1, 1977, each applicant shall furnish the commission satisfactory evidence that he has completed 30 classroom hours in a basic real estate fundamentals course or related course accepted by the commission. As a condition for the second annual certification of salesman licensure privileges, the licensee shall furnish the commission satisfactory evidence that he has successfully completed an additional 30 classroom hours of real estate courses or related courses accepted by the commission, and as a condition for the third annual certification of salesman licensure privileges, the licensee shall furnish the commission satisfactory evidence that he has successfully completed an additional 30 classroom hours of real estate courses or related courses accepted by the commission. On or after January 1, 1977, an applicant for real estate salesman licensure shall submit evidence, satisfactory to the commission, of successful completion at an accredited college or university of six semester hours of real estate courses or related courses accepted by the commission, or of a course of study accepted by the commission as being equivalent to the courses offered by accredited colleges and universities. On or after January 1, 1979, the number of required semester hours shall be increased to 12; on or after January 1, 1981, the number of required semester hours shall be increased to 21; and on or after January 1, 1983, the number of required semester hours shall be increased to 36.

"(e) On or after January 1, 1985, the commission shall accept applications for broker licensure only, and each license issued on or after January 1, 1985, shall be designated as a license to practice real estate.

"(f) Insofar as is necessary for the administration of this Act, the commission is authorized to inspect and accredit educational programs or courses of study in real estate and to establish standards of accreditation for such programs conducted in the State of Texas, other than accredited colleges and universities. Schools, other than accredited colleges and universities, which are authorized to offer real estate educational courses pursuant to provisions of this section shall be required to maintain a corporate surety bond in the sum of $10,000 payable to the commission, for the benefit of a party who may suffer damages resulting from failure of a commission approved school or course to fulfill obligations attendant to the approval.

"(g) A person who is licensed as a salesman on the effective date of this Act is not subject to the educational requirements or prerequisites of this Act as a condition for holding salesman licensure privileges. A person who is licensed as a broker on the effective date of this Act is not subject to the educational requirements or prerequisites of this Act as a condition for holding broker licensure privileges. A person who is licensed as a real estate salesman on the effective date of this Act may submit an application for broker licensure during the 24-month period immediately following such date if he furnishes evidence satisfactory to the commission that he meets the prerequirements for applying for broker licensure in force and effect on the day prior to the effective date of this Act.

"Section 8. Part 1. (a) The commission shall establish a real estate recovery fund which shall be set apart and maintained by the commission as provided in this section. The fund shall be used in the manner provided in this section for reimbursing aggrieved persons who suffer monetary damages by reason of certain acts committed by a duly licensed real estate broker or salesman, or by an unlicensed employee or agent of a broker or salesman, provided the broker or salesman was licensed by the State of Texas at the time the act was committed, provided the act was performed in the scope of activity which constitutes a broker or salesman as defined by this Act, and provided recovery is ordered by a court of competent jurisdiction against the broker or salesman. The use of the fund as provided in Part 1 of this section is limited to an act that is either:

"(1) a violation of Section 15 (3) and (4) of this Act, or

"(2) conduct which constitutes fraud, misrepresentation, deceit, false pretenses, or trickery.

"(b) On the effective date of this Act, the commission shall collect from each real estate broker and salesman licensed by this state a fee of $10 which shall

be deposited in the real estate recovery fund. The commission shall suspend a license issued under the provisions of this Act for failure to pay this fee. After the effective date of this Act, when a person makes application for an original license pursuant to this Act he shall pay, in addition to his original license application fee, a fee of $10 which shall be deposited in the real estate recovery fund. If the commission does not issue the license, this fee shall be returned to the applicant.

"Part 2. If on December 31 of any year the balance remaining in the real estate recovery fund is less than $300,000, each real estate broker and each real estate salesman, on recertification of his license during the following calendar year, shall pay, in addition to his license recertification fee, a fee of $10, which shall be deposited in the real estate recovery fund, or a pro rata share of the amount necessary to bring the fund to $1 million, whichever is less.

"Part 3. (a) No action for a judgment which subsequently results in an order for collection from the real estate recovery fund shall be started later than two years from the accrual of the cause of action. When an aggrieved person commences action for a judgment which may result in collection from the real estate recovery fund, the real estate broker or real estate salesman shall notify the commission in writing to this effect at the time of the commencement of the action.

"(b) Upon the entry of a final judgment in any suit which may involve payment from the real estate recovery fund, the judgment creditor shall promptly notify the commission of the granting of the judgment. In the event payment is to be requested from the real estate recovery fund, such notice must be given at least 20 days prior to any post-judgment hearing held in accordance with this Act.

"(c) When an aggrieved person recovers a valid judgment in a court of competent jurisdiction against a real estate broker, or real estate salesman, on the grounds described in Part 1(a) of this section that occurred on or after the effective date of this Act, the aggrieved person may, after final judgment has been entered, execution returned nulla bona, and a judgment lien perfected, file a verified claim in the court in which the judgment was entered and, on 20 days' written notice to the commission, may apply to the court for an order directing payment out of the real estate recovery fund of the amount unpaid on the judgment, subject to the limitations stated in Part 8 of this section.

"(d) The court shall proceed on the application forthwith. On the hearing on the application, the aggrieved person is required to show that:

"(1) the judgment is based on facts allowing recovery under Part 1 (a) of this section;

"(2) he is not a spouse of the debtor, or the personal representative of the spouse;

"(3) he has complied with all the requirements of Part 3 of this section;

"(4) he has obtained a judgment as set out in Part 3 (c) of this section, stating the amount of the judgment and the amount owing on the judgment at the date of the application;

"(5) he has made all reasonable searches and inquiries to ascertain whether the judgment debtor is possessed of real or personal property or other assets liable to be sold or applied in satisfaction of the judgment;

"(6) that by the search he has discovered no real or personal property or other assets liable to be sold or applied, or has discovered insufficient real or personal property or other assets liable to be sold or applied, and that he has taken all necessary action and proceedings for the realization of satisfaction of the judgment, and that the amount realized was insufficient to satisfy the judgment, stating the amount realized and the balance remaining due on the judgment after application of the amount realized.

"(e) The court shall make an order directed to the commission requiring payment from the real estate recovery fund of whatever sum it finds to be payable on the claim, pursuant to and in accordance with the limitations contained in this section, if the court is satisfied, on the hearing, of the truth of all matters required to be shown by the aggrieved person by Part 3 (d) of this section and that the aggrieved person has fully pursued and exhausted all remedies available to him for recovering the amount awarded by the judgment of the court.

"(f) If the commission pays from the real estate recovery fund any amount toward satisfaction of a judgment against a licensed real estate broker or real estate salesman, the license of the broker or salesman shall be automatically revoked on the issuance of a court order authorizing payment from the real estate recovery fund. No broker or salesman is eligible to receive a new license until he has repaid in full, plus interest at the rate of six percent a year, the amount paid from the real estate recovery fund on his account. A discharge in bankruptcy shall not relieve a person from the penalties and disabilities provided in this Act.

"Part 4. The sums received by the real estate commission for deposit in the real estate recovery fund shall be held by the commission in trust for carrying out the purposes of the real estate recovery fund. These funds may be invested and reinvested in the same manner as funds of the Texas State Employees Retirement System, and the interest from these investments shall be deposited to the credit of the real estate recovery fund, provided, however, that no investments shall be made which will impair the necessary liquidity required to satisfy judgment payments awarded pursuant to this section.

"Part 5. When the real estate commission receives notice of entry of a final judgment and a hearing is scheduled under Part 3 (d) of this section, the commission may notify the Attorney General of Texas of its desire to enter an appearance, file a response, appear at the court hearing, defend the action, or take whatever other action it deems appropriate on behalf of, and in the name of, the defendant, and take recourse through any appropriate method of review on behalf of, and in the name of, the defendant. In taking such action the real estate commission and attorney general shall act only to protect the fund from spurious or unjust claims.

"Part 6. When, on the order of the court, the commission has paid from the real etsate recovery fund any sum to the judgment creditor, the commission shall be subrogated to all of the rights of the judgment creditor to the extent of the amount paid. The judgment creditor shall assign all his right, title, and interest in the judgment up to the amount paid by the commission which amount shall have priority for repayment in the event of any subsequent recovery on the judgment. Any amount and interest recovered by the commission on the judgment shall be deposited to the fund.

"Part 7. The failure of an aggrieved person to comply with the provisions of this section relating to

the real estate recovery fund shall constitute a waiver of any rights under this section.

"Part 8. (a) Notwithstanding any other provision, payments from the real estate recovery fund are subject to the conditions and limitations in Subsections (b) through (d) of this part.

"(b) Payments may be made only pursuant to an order of a court of competent jurisdiction, as provided in Part 3, and in the manner prescribed by this section.

"(c) Payments for claims arising out of the same transaction shall be limited in the aggregate to $10,000 irrespective of the number of claimants.

"(d) Payments for claims based on judgments against any one licensed real estate broker or salesman may not exceed in the aggregate $20,000 within any calendar year, but in no event may payments for claims based on judgments against any one licensed real estate broker or salesman exceed in the aggregate $40,000, until the fund has been reimbursed by the licensee for all amounts paid.

"Part 9. Nothing contained in this section shall limit the authority of the commission to take disciplinary action against a licensee for a violation of this Act or the rules and regulations of the commission; nor shall the repayment in full of all obligations to the real estate recovery fund by a licensee nullify or modify the effect of any other disciplinary proceeding brought pursuant to this Act.

"Part 10. Any person receiving payment out of the real estate recovery fund pursuant to Section 8 of this Act shall be entitled to receive reasonable attorney fees as determined by the court, subject to the limitations stated in Part 8 of this section.

"Section 9. (a) When an applicant has satisfactorily met all requirements and conditions of this Act, a license shall be issued which may remain in force and effect so long as the holder of the license remains in compliance with the obligations of this Act, which include payment of the annual certification fee as provided in Section 11 of this Act. Annual certification fees shall be paid in September, October, and November of each calendar year. Each salesman license issued shall be delivered or mailed to the broker with whom the salesman is associated and shall be kept under his custody and control.

"(b) An applicant is not permitted to engage in the real estate business either as a broker or salesman until a license evidencing his authority to engage in the real estate business has been received.

"(c) The commission by rule may adopt a system under which licenses expire on various dates during the year. Dates for payment of the annual certification fee shall be adjusted accordingly. For the year in which the certification date is changed, annual certification fees payable shall be prorated on a monthly basis so each licensee shall pay only that portion of the license fee which is allocable to the number of months during which the license is valid. On certification of the license on the new certification date, the total annual certification fee is payable.

"Section 10. If the commission declines or fails to license an applicant, it shall immediately give written notice of the refusal to the applicant. Before the applicant may appeal to a district court as provided in Section 18 of this Act, he must file within 10 days after the receipt of the notice an appeal from the ruling, requesting a time and place for a hearing before the commission. A sponsoring broker is an applicant and must file the appeal if an application to license a person as a salesman has been disapproved. The commission shall set a time and place for the hearing within 30 days from the receipt of the appeal, giving 10 days' notice of the hearing to the applicant. The time of the hearing may be continued from time to time with the consent of the applicant. Following the hearing, the commission shall enter an order which is, in its opinion, appropriate in the matter concerned.

"If an applicant fails to request a hearing as provided in this section, the commission's ruling shall become final and not subject to review by the courts.

"Section 11. The commission shall charge and collect the following fees:

"(1) a fee not to exceed $40 for the filing of an original application for real estate broker licensure;

"(2) a fee not to exceed $40 for annual certification of real estate broker licensure status;

"(3) a fee of $20 for the filing of an original application for salesman licensure;

"(4) a fee of $20 for annual certification of real estate salesman licensure status;

"(5) a fee not to exceed $10 for taking a license examination;

"(6) a fee of $10 for filing a request for a license for each additional office or place of business;

"(7) a fee of $10 for filing a request for a license for a change of place of business or change of sponsoring broker;

"(8) a fee of $10 for filing a request to replace a license lost or destroyed;

"(9) a fee of $400 for filing an application for approval of a real estate course pursuant to the provisions of Subsection (f) of Section 7 of this Act; and

"(10) a fee of $200 per annum for and in each year of operation of a real estate course, established pursuant to the provisions of Subsection (f) of Section 7 of this Act.

"Section 12. (a) Each resident broker shall maintain a fixed office within this state. The address of the office shall be designated on the broker's license. Within 10 days after a move from a previously designated address, the broker shall submit applications for new licenses for himself and each salesman associated with him, designating the new location of his office, together with the required fee, or fees, whereupon the commission shall issue a license, or licenses, reflecting the new location, provided the new location complies with the terms of this section.

"(b) If a broker maintains more than one place of business within this state, he shall apply for, pay the required fee for, and obtain an additional license to be known as a branch office license for each additional office he maintains.

"(c) The license or licenses of the broker shall at all times be prominently displayed in the licensee's place or places of business.

"(d) Each broker shall also prominently display in his place or in one of his places of business the license of each real estate salesman associated with him.

"Section 13. (a) When the association of a salesman with his sponsoring broker is terminated, the broker shall immediately return the salesman license to the commission.

The salesman license than becomes inactive.

"(b) The salesman license may be activated if, within the calendar year, a request, accompanied by the required fee, is filed with the commission by a licensed broker advising that he assumes sponsorship of the salesman.

"Section 14. (a) It is unlawful for a licensed broker to employ or compensate directly or indirectly a person for performing an act enumerated in the definition of real estate broker in Section 2 of this Act if the person is not a licensed broker or licensed salesman in this state or an attorney at law licensed in this state or in any other state. However, a licensed broker may pay a commission to a licensed broker of another state if the foreign broker does not conduct in this state any of the negotiations for which the fee, compensation, or commission is paid.

"(b) A resident broker of another state may obtain a license as a broker in this state by complying with all requirements of this Act, provided that the nonresident broker is licensed as a broker by the state of his residence and provided that the state of his residence has legal standards of qualification which the commission finds equivalent to this Act and which state offers the same privileges to licensed brokers of this state. A nonresident licensee need not maintain a place of business within this state. The commission may license the nonresident broker without examination if he has qualified for a broker license in the state in which he resides by written examination considered equivalent to that offered by this state and if his state of residence permits licenses to be issued without written examinations to brokers resident in and licensed after passing an examination by this state. However, the commission may, in its discretion, refuse to issue a broker license to an applicant who is not a resident of this state for the same reasons that it may refuse to license a resident of this state.

"(c) Each nonresident applicant shall file an irrevocable consent that legal actions may be commenced against him in the proper court of any county of this state in which a cause of action may arise, or in which the plaintiff may reside, by service of process or pleading authorized by the laws of this state, or by serving the administrator or assistant administrator of the commission. The consent shall stipulate that the service of process or pleading shall be valid and binding in all courts as if personal service had been made on the nonresident broker in this state. The consent shall be duly acknowledged, and if made by a corporation, shall be authenticated by its seal. A service of process or pleading served on the commission shall be by duplicate copies, one of which shall be filed in the office of the commission and the other forwarded by registered mail to the last known principal address which the commission has for the nonresident broker against whom the process or pleading is directed. No default in an action may be taken except on certification by the commission that a copy of the process or pleading was mailed to the defendant as provided in this section, and no default judgment may be taken in an action or proceeding until 20 days after the day of mailing of the process or pleading to the defendant.

"Notwithstanding any other provision of this subsection, a nonresident of this state who resides in a city whose boundaries are contiguous at any point to the boundaries of a city of this state, and who has been an actual bona fide resident of that city for at least six months immediately preceding the filing of his application, is eligible to be licensed as a real estate broker or salesman under this Act in the same manner as a resident of this state. If he is licensed in this manner, he shall at all times maintain a place of business either in the city in which he resides or in the city in this state which is contiguous to the city in which he resides, and he may not maintain a place of business at another location in this state unless he also complies with the requirements of Section 14(b) of this Act. The place of business must satisfy the requirements of Subsection (a) of Section 12 of this Act, but the place of business shall be deemed a definite place of business in this state within the meaning of Subsection (a) of Section 12.

"Section 15. The commission may, on its own motion, and shall, on the verified complaint in writing of any person, provided the complaint, or the complaint together with evidence, documentary or otherwise, presented in connection with the complaint, provides reasonable cause, investigate the actions and records of a real estate broker or real estate salesman. The commission may suspend or revoke a license issued under the provisions of this Act at any time when it has been determined that:

"(1) (A) the licensee has entered a plea of guilty or nolo contendere to, or been found guilty of, or been convicted of, a felony, in which fraud is an essential element, and the time for appeal has elapsed or the judgment or conviction has been affirmed on appeal, irrespective of an order granting probation following such conviction, suspending the imposition of sentence; or

"(B) a final money judgment has been rendered against the licensee resulting from contractual obligations of the licensee incurred in the pursuit of his business, and such judgment remains unsatisfied for a period of more than six months after becoming final; or

"(2) the licensee has procured, or attempted to procure, a real estate license, for himself or a salesman, by fraud, misrepresentation or deceit, or by making a material misstatement of fact in an application for a real estate license; or

"(3) the licensee, when selling, trading, or renting real property in his own name, engaged in misrepresentation or dishonest or fraudulent action; or

"(4) the licensee, while performing an act constituting a broker or salesman, as defined by this Act, has been guilty of:

"(A) making a material misrepresentation, or failing to disclose to a potential purchaser any latent structural defect or any other defect known to the broker or salesman. Latent structural defects and other defects do not refer to trivial or insignificant defects but refer to those defects that would be a significant factor to a reasonable and prudent purchaser in making a decision to purchase; or

"(B) making a false promise of a character likely to influence, persuade, or induce any person to enter into a contract or agreement when the licensee could not or did not intend to keep such promise; or

"(C) pursuing a continued and flagrant course of misrepresentation or making of false promises through agents, salesmen, advertising, or otherwise; or

"(D) failing to make clear, to all parties to a transaction, which party he is acting for, or receiving compensation from more than one party except with the full knowledge and consent of all parties; or

"(E) failing within a reasonable time properly to account for or remit money coming into his possession

which belongs to others, or commingling money belonging to others with his own funds; or

"(F) paying a commission or fees to or dividing a commission or fees with anyone not licensed as a real estate broker or salesman in this state or in any other state, or not an attorney at law licensed in this state or any other state, for compensation for services as a real estate agent; or

"(G) failing to specify in a listing contract a definite termination date which is not subject to prior notice; or

"(H) accepting, receiving, or charging an undisclosed commission, rebate, or direct profit on expenditures made for a principal; or

"(I) soliciting, selling, or offering for sale real property under a scheme or program that constitutes a lottery or deceptive practice; or

"(J) acting in the dual capacity of broker and undisclosed principal in a transaction; or

"(K) guaranteeing, authorizing, or permitting a person to guarantee that future profits will result from a resale of real property; or

"(L) placing a sign on real property offering it for sale, lease, or rent without the written consent of the owner or his authorized agent; or

"(M) inducing or attempting to induce a party to a contract of sale or lease to break the contract for the purpose of substituting in lieu thereof a new contract; or

"(N) negotiating or attempting to negotiate the sale, exchange, lease, or rental of real property with an owner or lessor, knowing that the owner or lessor had a written outstanding contract, granting exclusive agency in connection with the property to another real estate broker; or

"(O) offering real property for sale or for lease without the knowledge and consent of the owner or his authorized agent, or on terms other than those authorized by the owner or his authorized agent; or

"(P) publishing, or causing to be published, an advertisement including, but not limited to, advertising by newspaper, radio, television, or display which is misleading, or which is likely to deceive the public, or which in any manner tends to create a misleading impression, or which fails to identify the person causing the advertisement to be published as a licensed real estate broker or agent; or

"(Q) having knowingly withheld from or inserted in a statement of account or invoice, a statement that made it inaccurate in a material particular; or

"(R) publishing or circulating an unjustified or unwarranted threat of legal proceedings, or other action; or

"(S) establishing an association, by employment or otherwise, with an unlicensed person who is expected or required to act as a real estate licensee, or aiding or abetting or conspiring with a person to circumvent the requirements of this Act; or

"(T) failing or refusing on demand to furnish copies of a document pertaining to a transaction dealing with real estate to a person whose signature is affixed to the document; or

"(U) failing to advise a purchaser in writing before the closing of a transaction that the purchaser should either have the abstract covering the real estate which is the subject of the contract examined by an attorney of the purchaser's own selection, or be furnished with or obtain a policy of title insurance; or

"(V) conduct which constitutes dishonest dealings, bad faith, or untrustworthiness; or

"(W) acting negligently or incompetently in performing an act for which a person is required to hold a real estate license; or

"(X) disregarding or violating a provision of this Act; or

"(Y) failing within a reasonable time to deposit money received as escrow agent in a real estate transaction, either in trust with a title company authorized to do business in this state, or in a custodial, trust, or escrow account maintained for that purpose in a banking institution authorized to do business in this state; or

"(Z) disbursing money deposited in a custodial, trust, or escrow account, as provided in Subsection (Y) before the transaction concerned has been consummated or finally otherwise terminated; or

"(AA) failing or refusing on demand to produce a document, book, or record in his possession concerning a real estate transaction conducted by him for inspection by the Real Estate Commission or its authorized personnel or representative; or

"(BB) failing within a reasonable time to provide information requested by the commission as a result of a formal or informal complaint to the commission which would indicate a violation of this Act; or

"(CC) failing without just cause to surrender to the rightful owner, on demand, a document or instrument coming into his possession.

"The provisions of this section do not relieve a person from civil liability or from criminal prosecution under this Act or under the laws of this state.

"Section 16. A license granted under the provisions of this Act shall be suspended or revoked by the commission on proof that the licensee, not being licensed and authorized to practice law in this state, for a consideration, reward, pecuniary benefit, present or anticipated, direct or indirect, or in connection with or as a part of his employment, agency, or fiduciary relationship as a licensee, drew a deed, note, deed of trust, will, or other written instrument that may transfer or anywise affect the title to or an interest in land, or advised or counseled a person as to the validity or legal sufficiency of an instrument or as to the validity of title to real estate.

"Section 17. (a) Before a license is suspended or revoked, the licensee is entitled to a public hearing. The commission shall prescribe the time and place of the hearing. However, the hearing shall be held, if the licensee so desires, within the county where the licensee has his principal place of business, or if the licensee is a nonresident, the hearing may be called for and held in any county within this state. The notice calling the hearing shall recite the allegations against the licensee and the notice may be served personally or by mailing it by certified mail to the licensee's last known business address, as reflected by the commission's records, at least 10 days prior to the date set for the hearing. In the hearing, all witnesses shall be duly sworn and stenographic notes of the proceedings shall be taken and filed as a part of the records in the case. A party to the proceeding desiring it shall be furnished with a copy of the stenographic notes on the payment to the commission of a fee of $1.50 per page plus applicable sales tax and postage. After a hearing, the commission

shall enter an order based on its findings of fact adduced from the evidence presented.

"(b) The commission may issue subpoenas for the attendance of witnesses and the production of records or documents. The process issued by the commission may extend to all parts of the state, and the process may be served by any person designated by the commission. The person serving the process shall receive compensation to be allowed by the commission, not to exceed the fee prescribed by law for similar services. A witness subpoenaed who appears in a proceeding before the commission shall receive the same fees and mileage allowances as allowed by law, and the fees and allowances shall be taxed as part of the cost of the proceedings.

"(c) If, in a proceeding before the commission, a witness fails or refuses to attend on subpoena issued by the commission, or refuses to testify, or refuses to produce a record or document, the production of which is called for by the subpoena, the attendance of the witness and the giving of his testimony and the production of the documents and records shall be enforced by a court of competent jurisdiction of this state in the same manner as the attendance, testimony of witnesses, and production of records are enforced in civil cases in the courts of this state.

"Section 18. (a) A person aggrieved by a ruling, order, or decision of the commission has the right to appeal to a district court in the county where the hearing was held within 30 days from the service of notice of the action of the commission.

"(b) The appeal having been properly filed, the court may request of the commission, and the commission on receiving the request shall within 30 days prepare and transmit to the court, a certified copy of its entire record in the matter in which the appeal has been taken. The appeal shall be tried in accordance with Texas Rules of Civil Procedure.

"(c) In the event an appeal is taken by a licensee or applicant, the appeal does not act as a supersedeas unless the court so directs, and the court shall dispose of the appeal and enter its decision promptly.

"(d) If an aggrieved person fails to perfect an appeal as provided in this section, the commission's ruling becomes final.

"Section 19. (a) A person acting as a real estate broker or real estate salesman without first obtaining a license is guilty of a misdemeanor and on conviction shall be punishable by a fine of not less than $100 nor more than $500, or by imprisonment in the county jail for a term not to exceed one year, or both; and if a corporation, shall be punishable by a fine of not less than $1,000 nor more than $2,000. A person, on conviction of a second or subsequent offense, shall be punishable by a fine of not less than $500 nor more than $1,000, or by imprisonment for a term not to exceed two years, or both; and if a corporation, shall be punishable by a fine of not less than $2,000 nor more than $5,000.

"(b) In case a person received money, or the equivalent thereof, as a fee, commission, compensation, or profit by or in consequence of a violation of a provision of this Act, he shall, in addition, be liable to a penality of not less than the amount of the sum of money so received and not more than three times the sum so received, as may be determined by the court, which penalty may be recovered in a court of competent jurisdiction by an aggrieved person.

"(c) When in the judgment of the commission a person has engaged, or is about to engage, in an act or practice which constitutes or will constitute a violation of a provision of this Act, the county attorney or district attorney in the county in which the violation has occurred or is about to occur, or in the county of the defendant's residence, or the attorney general may maintain an action in the name of the State of Texas in the district court of such county to abate and temporarily and permanently enjoin the acts and practices and to enforce compliance with this Act. The plaintiff in an action under this subsection is not required to give a bond, and court costs may not be adjudged against the plaintiff.

"Section 20. (a) A person may not bring or maintain an action for the collection of compensation for the performance in this state of an act set forth in Section 2 of this Act without alleging and proving that the person performing the brokerage services was a duly licensed real estate broker or salesman at the time the alleged services were commenced, or was a duly licensed attorney at law in this state or in any other state.

"(b) An action may not be brought in a court in this state for the recovery of a commission for the sale or purchase of real estate unless the promise or agreement on which the action is brought, or some memorandum thereof, is in writing and signed by the party to be charged or signed by a person lawfully authorized by him to sign it.

"(c) When an offer to purchase real estate in this state is signed, the real estate broker or salesman shall advise the purchaser or purchasers, in writing, that the purchaser or purchasers should have the abstract covering the real estate, which is the subject of the contract, examined by an attorney of the purchaser's own selection, or that the purchaser or purchasers should be furnished with or obtain a policy of title insurance. Failure to advise the purchaser as provided in this subsection precludes the payment of or recovery of any commission agreed to be paid on the sale."

Sec. 2. The importance of this legislation and the crowded condition of the calendars in both houses create an emergency and an imperative public necessity that the constitutional rule requiring bills to be read on three several days in each house be suspended, and this rule is hereby suspended, and that this Act take effect and be in force from and after its passage, and it is so enacted.

Texas Real Estate Commission

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Austin, Texas 78711 512-475-4247

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APPENDIX C

THE TEXAS REAL ESTATE RESEARCH CENTER

1976 STATISTICAL SUMMARY OF TEXAS REAL ESTATE BROKERS AND SALESMEN

TRERC-IS-1-72-73-5

1976 STATISTICAL SUMMARY OF TEXAS REAL ESTATE BROKERS AND SALESPERSONS

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COLLEGE OF AGRICULTURE
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COLLEGE STATION, TEXAS

June 1976

TRERC-IS-1-72-73-5

INTRODUCTION

Texas ranks third in the nation in terms of the number of licensed real estate brokers and fifth in the number of salespersons. During recent years, the industry in Texas has been growing at an increasing rate; however, this trend appears to be leveling out. The number of licensed salespersons actually declined slightly in 1975 for the first time since records have been kept. The 166 fewer salespersons were more than offset by the 265 additional brokers. A gradually increasing number of licensees is expected to prevail for the next decade. Readers wanting a more detailed analysis will be interested in *Characteristics of the Real Estate Licensees in Texas* published by the Center in March 1976.

One of the objectives of the Texas Real Estate Research Center is to serve the real estate industry and interested citizens by conducting a variety of research and educational activities to determine existing conditions in the industry and indicate future implications. This Statistical Summary Series provides some insights into the rapidly changing nature of the brokerage sector.

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CHART Ia
Texas Real Estate Licensees
For Select Years

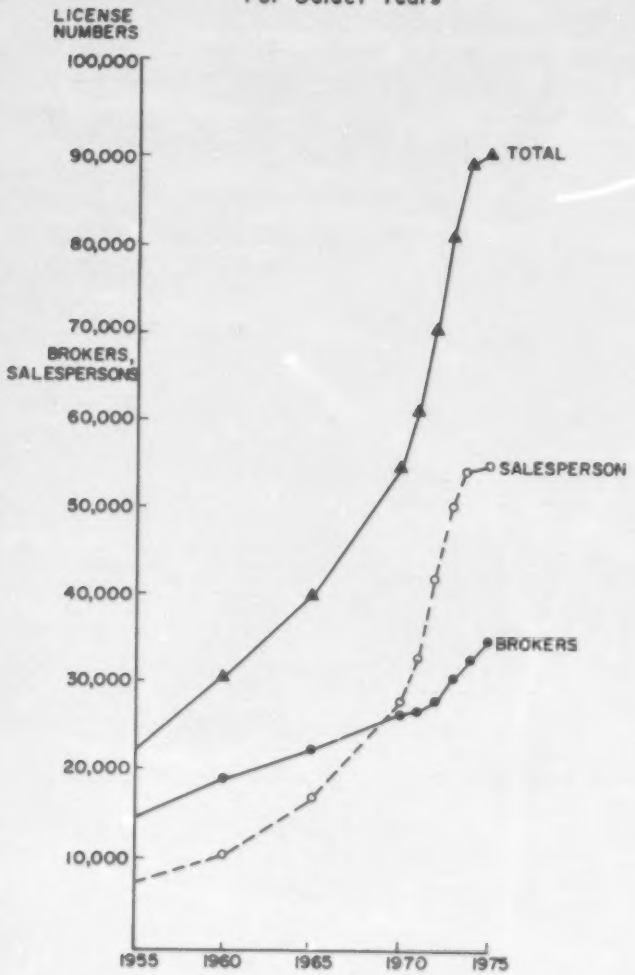


CHART Ib
Texas Population Per Licensee
For Select Years

The rapid growth in licensee numbers during recent years was in excess of the population expansion. A correction of this imbalance and the passage of the new real estate licensee law will result in a much slower expansion of total licensees in the future. The number of salespersons in Texas dipped slightly in 1975 for the first time since records have been kept.

TABLE 1

TEXAS REAL ESTATE LICENSEES AND POPULATION FOR SELECT YEARS

Year	Number of Brokers	Number of Salespersons	State Population		
			Total (000)	Per Broker	Per Sales-person
1955	15,200[e]	7,830[e]	8,657.0	570	1,106
1960	19,898[e]	11,477[e]	9,812.1	493	855
1965	22,794	17,761	10,650.8	467	600
1970	27,177	28,626	11,196.7	412	391
1971	27,817	33,885	11,406.6	410	337
1972	28,445	42,128	11,565.8	407	275
1973	31,079	50,734	11,749.1	378	232
1974	33,514	55,875	11,896.1	355	213
1975	35,779	55,709	12,153.0	340	218

[e] Estimates.

CHART 2a

NUMBER OF REAL ESTATE BROKERS AND SALESPERSONS BY TEXAS STATE PLANNING REGION, FEBRUARY 6, 1976

Of the 34,360 brokers in Texas nearly 30% were in the North Central Texas Region (4) while on additional 27% were located in the Gulf Coast Region (16). Combined, these two regions also contained 57% of all the licensed salespersons.

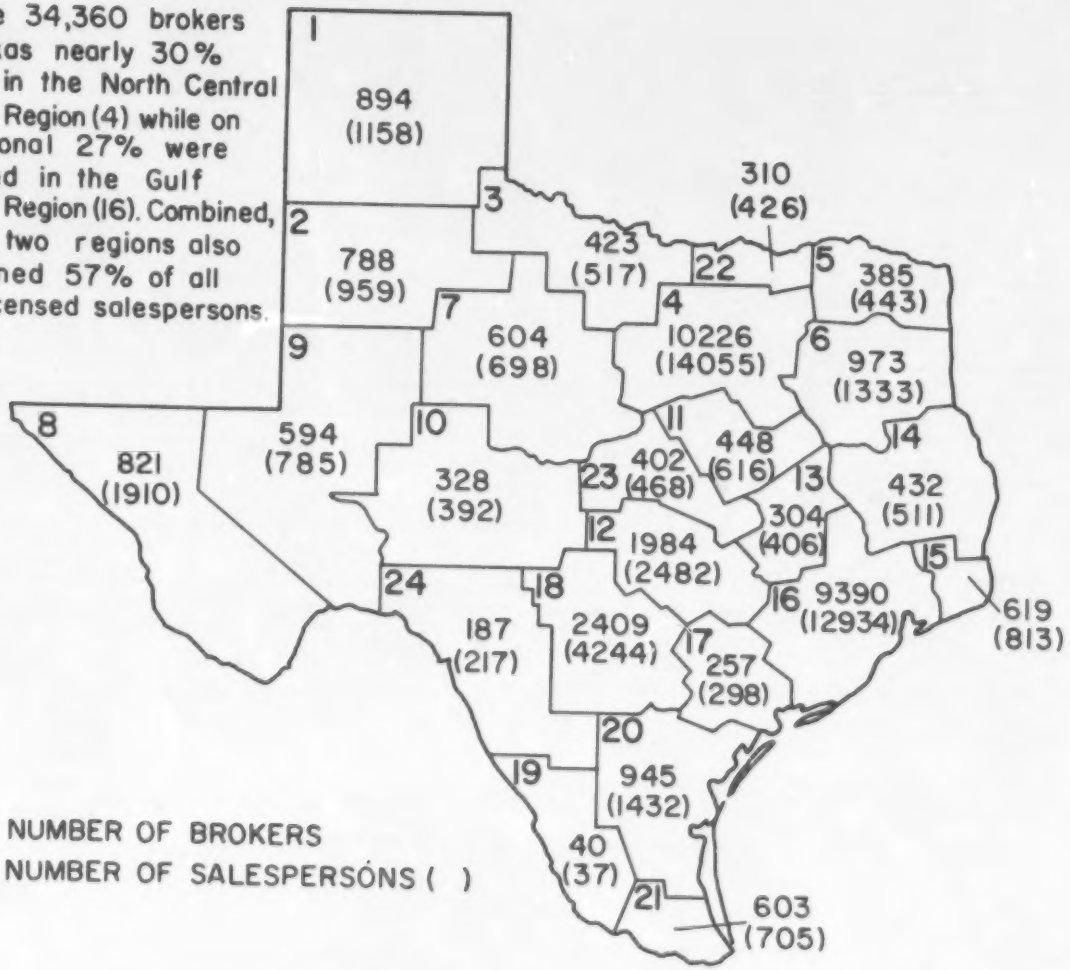


TABLE 2

NUMBERS OF REAL ESTATE BROKERS, BRANCH OFFICES

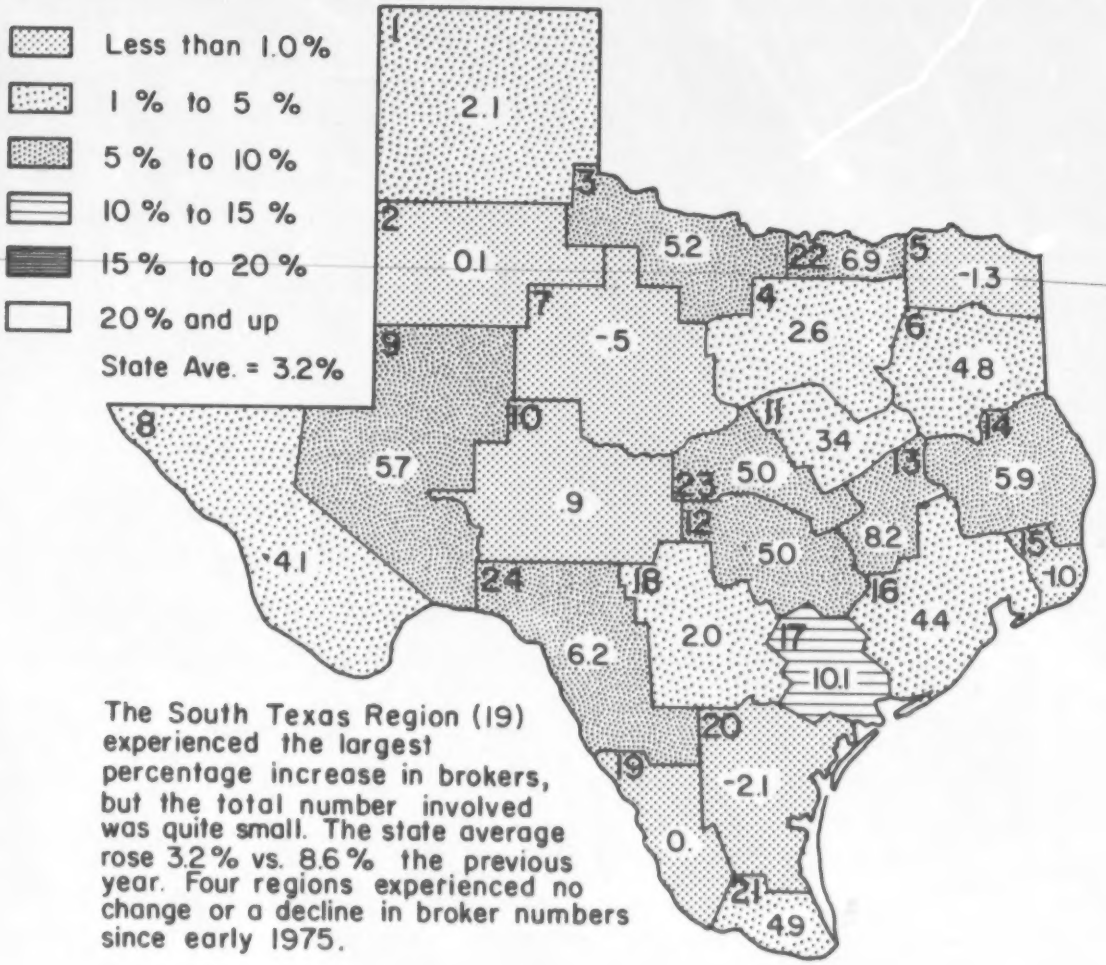
AND SALESPERSONS BY TEXAS STATE PLANNING REGIONS, 1976 AND 1975

STATE PLANNING REGION	NUMBER OF BROKERS		NUMBER OF BRANCH OFFICES		NUMBER OF BROKERS WITH BRANCH OFFICE		NUMBER OF BROKERS WITH SALESPSN.		NUMBER OF SALESPERSONS		TOTAL NUMBER OF BROKERS AND SALESPSNS.	
	FEB.76	MAR.75	FEB.76	MAR.75	FEB.76	MAR.75	FEB.76	MAR.75	FEB.76	MAR.75	FEB.76	MAR.75
1 PANHANDLE	894	876	32	34	29	31	333	313	1158	1055	2052	1931
2 SOUTH PLAINS	788	787	29	22	26	20	290	266	959	865	1747	1652
3 NORTH TEXAS	423	402	29	29	26	26	173	172	517	492	940	894
4 NORTH CENTRAL TEXAS	10226	9971	714	842	568	684	4108	4062	14055	14281	24281	24252
5 NORTH EAST TEXAS	385	390	19	24	16	21	162	156	454	443	839	833
6 EAST TEXAS	973	928	64	73	52	57	417	397	1333	1249	2306	2177
7 WEST CENTRAL TEXAS	604	607	53	59	43	50	239	221	698	664	1302	1271
8 UPPER RIO GRANDE	821	789	67	73	54	53	332	323	1910	1810	2731	2599
9 PERMIAN BASIN	594	562	23	35	22	32	230	220	785	796	1379	1358
10 CONCHO VALLEY	328	325	16	18	15	16	114	110	392	377	720	702
11 HEART OF TEXAS	443	433	25	30	20	24	191	178	616	559	1064	992
12 CAPITAL	1984	1889	155	179	124	140	818	791	2482	2352	4466	4241
13 BRAZOS VALLEY	304	291	17	18	16	15	131	115	406	350	710	640
14 DEEP EAST TEXAS	432	408	33	31	22	27	179	171	511	441	943	849
15 SOUTH EAST TEXAS	619	625	34	37	24	30	242	243	813	778	1432	1403
16 GULF COAST	9390	8996	632	777	543	623	3701	3568	12934	12670	22324	21666
17 GOLDEN CRESCENT	251	228	27	23	23	21	108	105	298	271	549	499
18 ALAMO	2409	2362	263	296	194	217	1060	1035	4244	4154	6653	6516
19 SOUTH TEXAS	40	40	4	3	4	3	13	11	37	34	77	74
20 COASTAL BEND	945	965	76	90	56	72	350	345	1432	1312	2377	2277
21 LOWER RIO GRANDE VALLEY	603	575	53	61	49	52	240	231	705	643	1308	1218
22 TEXOMA	310	290	21	25	17	20	129	120	426	425	736	715
23 CENTRAL TEXAS	402	383	47	52	41	43	171	163	468	402	870	785
24 MIDDLE RIO GRANDE	187	176	18	16	15	14	84	75	217	168	404	344
TOTALS*	34360	33288	2501	2847	1999	2291	13815	13381	47850	46600	82210	79888

* EXCLUDES 44 BROKERS WITHOUT TEXAS OFFICES

CHART 2b

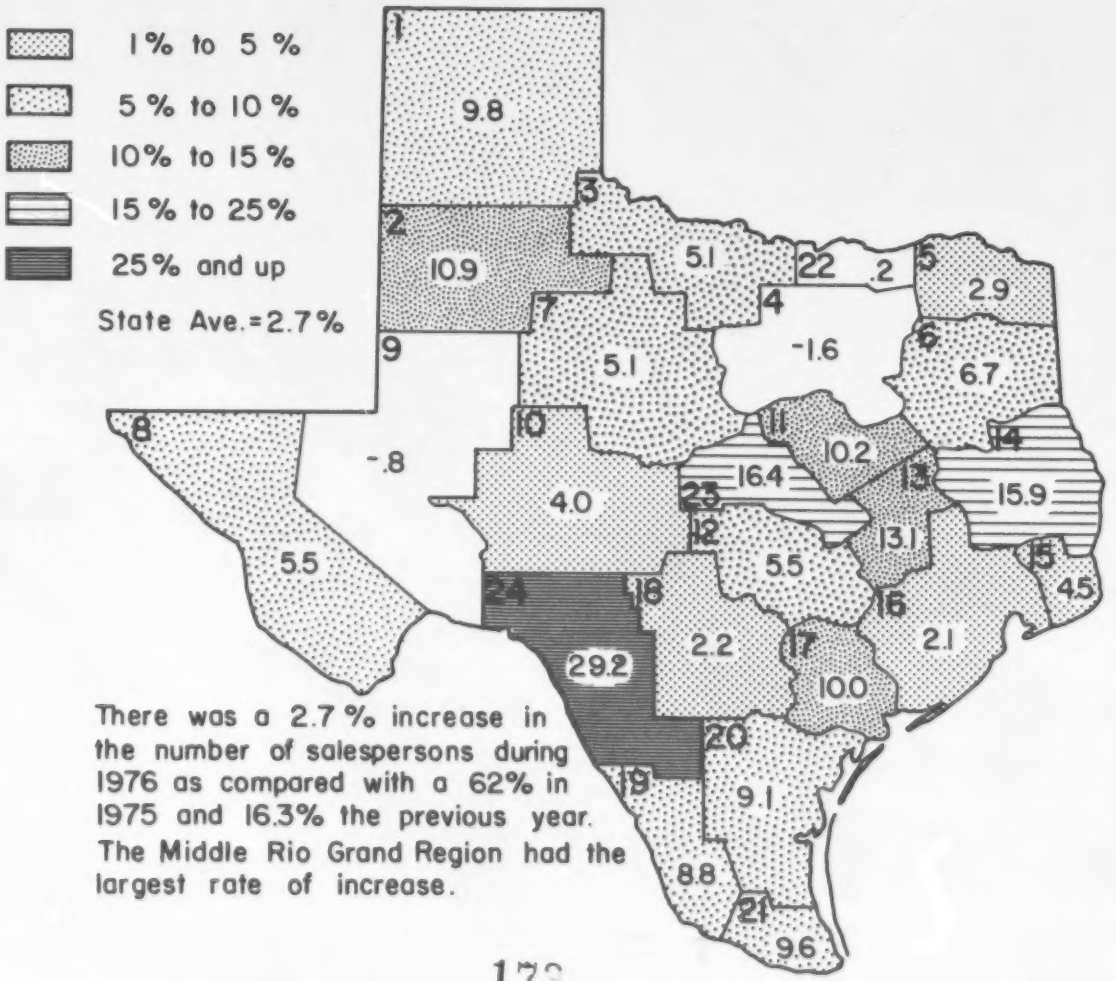
PERCENT CHANGE IN THE NUMBER OF BROKERS BETWEEN 1975 AND 1976 BY STATE PLANNING REGION



The South Texas Region (19) experienced the largest percentage increase in brokers, but the total number involved was quite small. The state average rose 3.2% vs. 8.6% the previous year. Four regions experienced no change or a decline in broker numbers since early 1975.

CHART 2c

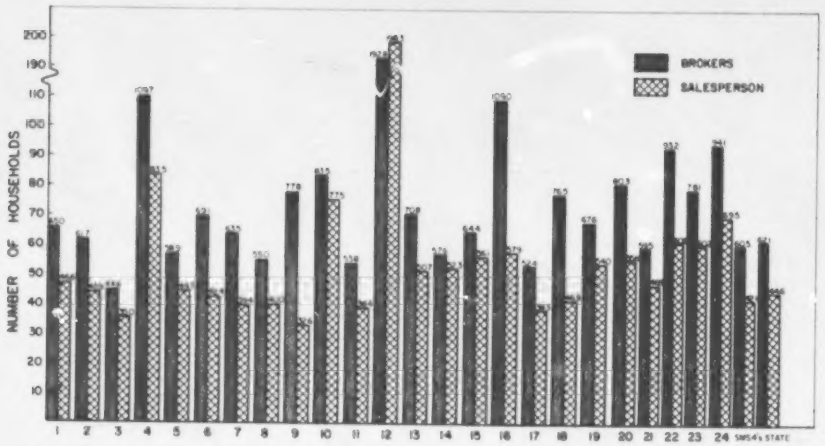
PERCENT CHANGE IN THE NUMBER OF SALESPERSONS BETWEEN 1975 AND 1976 BY STATE PLANNING REGION

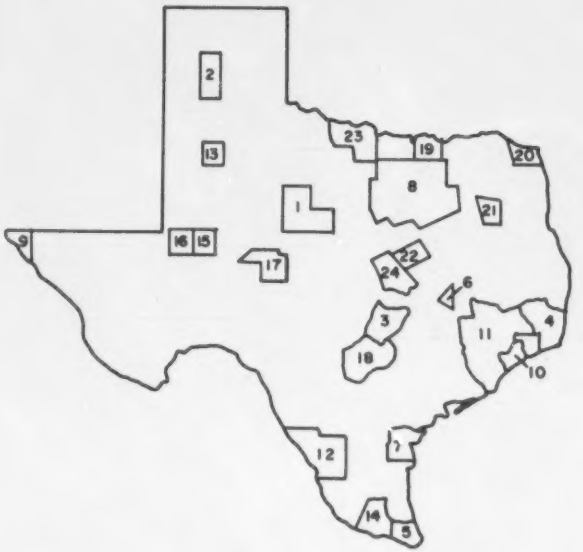


There was a 2.7 % increase in the number of salespersons during 1976 as compared with a 62% in 1975 and 16.3% the previous year. The Middle Rio Grand Region had the largest rate of increase.

CHART 3

NUMBER OF HOUSEHOLDS WITH DISPOSABLE INCOME OF $10,000 OR MORE PER BROKER AND SALESPERSON BY TEXAS STANDARD METROPOLITAN STATISTICAL AREAS, FEBRUARY 6, 1976.





An area's population size, income level and number of licensees help give an indication of potential activity per real estate licensee.

TABLE 3

NUMBER OF HOUSEHOLDS WITH DISPOSABLE INCOME* OF $10,000 OR MORE, PER BROKER AND SALESPERSON, BY SMSA

SMSA	No. Households with $10,000 +	No. of Brokers	No. of Salespersons	Households per Broker	Households per Salesperson
1. Abilene	20.300	313	437	65.0	46.6
2. Amarillo	32.300	523	736	61.7	43.9
3. Austin	68.700	1,541	1,964	44.6	35.0
4. Beaumont	67.900	619	813	109.7	83.5
5. Brownsville	15.900	280	360	56.9	44.3
6. Bryan/College Station	10.600	153	249	69.1	42.4
7. Corpus Christi	48.400	762	1,228	63.5	39.4
8. Dallas/Ft. Worth	546.400	9,927	13,653	55.0	40.0
9. El Paso	60.400	776	1,850	77.8	32.6
10. Galveston	35.800	429	462	83.5	77.5
11. Houston	468.900	8,710	12,219	53.8	38.4
12. Laredo	6.900	36	35	192.8	198.3
13. Lubbock	34.000	481	671	70.8	50.7
14. McAllen	17.600	305	336	57.6	52.3
15. Midland	14.500	225	258	64.4	56.1
16. Odessa	19.600	180	339	109.0	57.9
17. San Angelo	12.000	229	313	52.4	38.3
18. San Antonio	158.500	2,072	3,779	76.5	41.9
19. Sherman/Denison	13.600	201	252	67.7	54.0
20. Texarkana	11.400	142	205	80.3	55.6
21. Tyler	18.000	302	383	59.5	46.9
22. Waco	25.600	274	420	93.2	60.8
23. Wichita Falls	22.600	289	375	78.1	60.2
24. Temple/Killeen	27.000	287	389	94.1	69.5
TOTAL OF ALL SMSA'S	1,756.900	29,056	41,726	60.5	42.1
STATE TOTAL	2,134.242	34,360	47,850	62.1	44.6

* After-tax income or effective buying income.

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CHART 4

NUMBER OF REAL ESTATE BROKERS AND SALESPERSONS BY COUNTY POPULATION

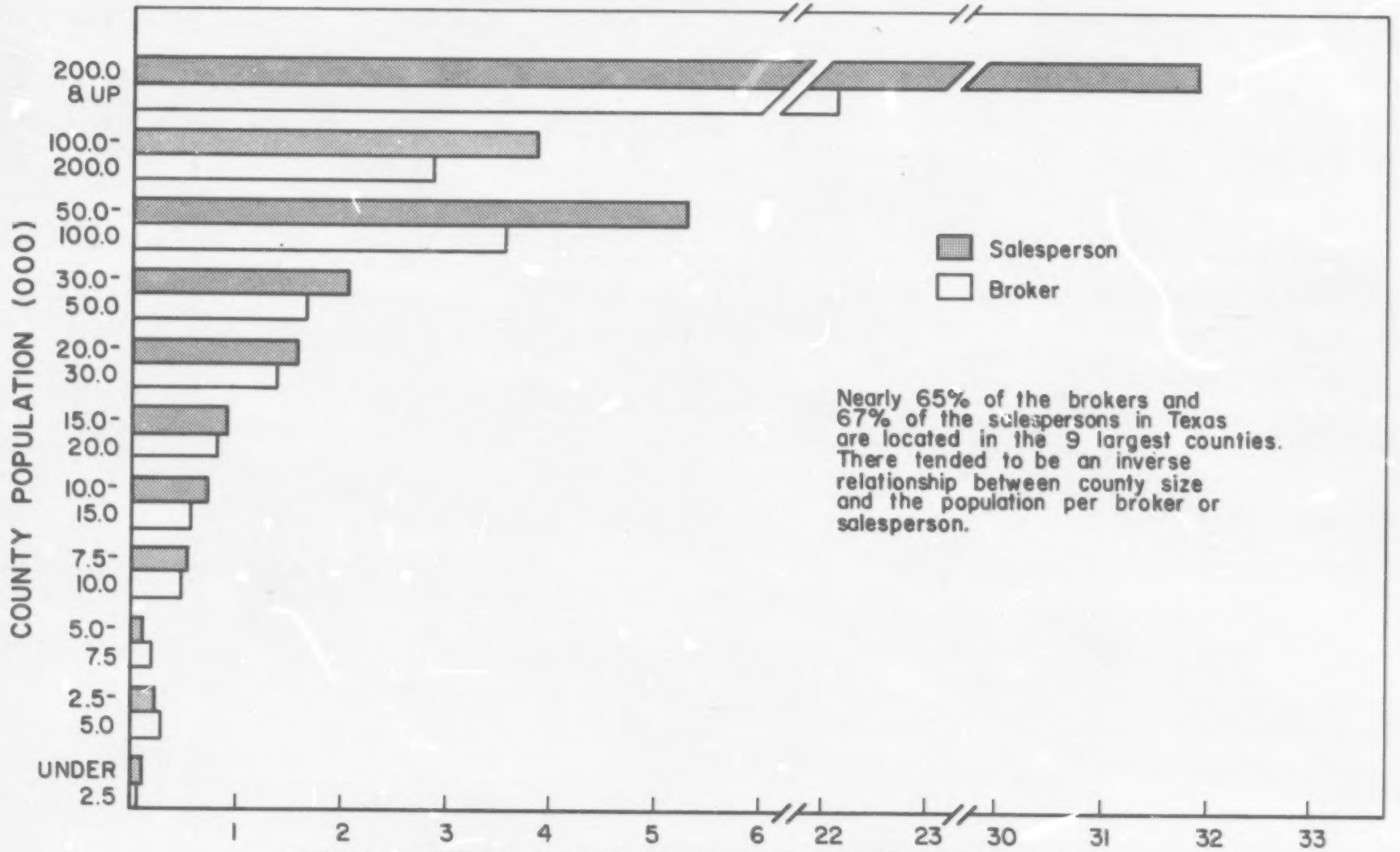

TABLE 4

NUMBERS OF REAL ESTATE BROKERS, BRANCH OFFICES
AND SALESPERSONS BY COUNTY POPULATION SIZE CLASSES

COUNTY POPULATION *	NUMBER OF COUNTIES	NUMBER OF BROKERS	NUMBER OF BRANCH OFFICES	NUMBER OF SALESPERSONS	1975 POPULATION PER BROKER	1975 POPULATION PER SALESPERSON
200,000 AND OVER	9	22105	1583	31997	290.5	200.7
100,000-199,999	9	2843	210	3880	463.0	339.3
50,000- 99,999	20	3680	246	5310	391.1	271.0
30,000- 49,999	24	1659	135	2144	542.0	419.4
20,000- 29,999	29	1398	122	1694	483.1	398.7
15,000- 19,999	27	836	74	945	555.6	491.5
10,000- 14,999	30	706	51	750	532.3	501.1
7,500- 9,999	33	632	43	695	447.2	406.6
5,000- 7,499	20	220	18	158	539.5	751.3
2,500- 4,999	33	236	17	224	496.2	522.8
LESS THAN 2,500	20	45	2	53	651.1	552.8
TOTALS	254	34360	2501	47850	353.3	253.7

* 1975 POPULATION ESTIMATES

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TABLE 5

TYPE, NUMBER AND SIZE OF BROKERS' OPERATIONS IN TEXAS

TYPE OF BROKERS	NUMBER OF BROKERS	NUMBER OF BRANCHES	NUMBER OF SALESMEN	NUMBER BROKERS, EMPLOYING VARIOUS NOS. SALESPERSONS					
				0	1-2	3-5	6-10	11-20	Over 20
Corp./Assn. Partners									
Feb. '76	761	259	3,320	340	192	101	55	40	33
March '75	749	264	3,349	322	173	116	68	39	31
Feb. '74	690	253	3,151	304	169	83	66	33	35
Feb. '73	628	250	2,711	283	146	85	60	26	28
Feb. '72	630	267	2,803	288	156	72	59	29	26
Independent									
Feb. '76	33,219	2,236	44,339	19,884	8,307	3,102	1,271	502	153
March '75	32,151	2,576	43,074	19,262	7,898	3,074	1,302	468	147
Feb. '74	29,609	2,434	40,599	17,928	7,148	2,650	1,261	455	167
Feb. '73	27,663	2,144	34,934	17,322	6,488	2,296	1,026	394	137
Feb. '72	27,368	2,209	33,497	17,511	6,196	2,164	967	396	134
Out of State									
Feb. '76	444	8	193	384	42	12	2	3	1
March '75	388	7	177	323	47	13	2	1	2
Feb. '74	339	9	136	294	31	10	1	2	1
Feb. '73	275	10	95	240	26	5	2	2	0
Feb. '72	255	12	100	220	28	3	2	1	1
Totals									
Feb. '76	34,424	2,503	47,852	20,608	8,541	3,215	1,328	545	187
March '75	33,288	2,847	46,600	19,907	8,118	3,203	1,372	508	180
Feb. '74	30,638	2,696	43,886	18,526	7,348	2,743	1,328	490	203
Feb. '73	28,566	2,404	37,740	17,845	6,660	2,386	1,088	422	165
Feb. '72	28,253	2,488	36,400	18,019	6,380	2,239	1,028	426	161

TABLE 6

TOTAL AND PER CAPITA BROKER AND SALESPERSON DATA, BY COUNTY

COUNTY	BROKERS		SALESPERSONS		1975 POPULATION PER		COUNTY	BROKERS		SALESPERSONS		1975 POPULATION PER	
	FEB.76	MAR.75	FEB.76	MAR.75	BROKER	SALESPSN.		FEB.76	MAR.75	FEB.76	MAR.75	BROKER	SALESPSN.
ANDERSON	58	55	100	91	520.7	302.0	COLLINGSWORTH	7	6	9	9	614.3	477.8
ANDREWS	16	16	22	23	693.9	504.5	COLORADO	28	29	12	17	607.1	1416.7
ANGELINA	105	98	117	110	521.0	467.5	COMAL	118	106	160	164	246.6	181.9
ARANSAS	57	55	68	67	186.0	155.9	COMANCHE	26	27	29	25	461.5	413.8
ARCHER	3	3	3	3	1966.7	1966.7	CONCHO	5	5	3	4	520.0	866.7
ARMSTRONG	1	1	1	0	2300.0	2300.0	COOKE	71	69	118	127	359.2	216.1
ATASCOSA	28	23	45	37	714.3	444.4	CORYELL	59	54	74	63	791.5	631.1
AUSTIN	34	31	43	33	432.4	341.9	COTTLE	3	2	3	4	1000.0	1000.0
BAILEY	17	18	15	11	482.4	546.7	CRANE	4	5	5	4	1050.0	840.0
BANDERA	34	33	40	38	170.6	145.0	CROCKETT	7	5	2	0	500.0	1750.0
BASTROP	38	42	38	37	550.0	550.0	CROSBY	13	16	13	13	653.8	653.8
BAYLOR	10	10	4	1	500.0	1250.0	CULBERSON	6	5	21	3	566.7	161.9
BEE	19	19	7	9	1305.3	3542.9	DALLAM	35	33	28	18	165.7	207.1
BELL	228	202	315	251	705.7	510.8	DALLAS	6260	6156	8288	8690	222.9	168.3
BEXAR	1871	1856	3468	3421	489.8	264.3	DAWSON	24	21	11	10	712.5	1554.5
BLANCO	20	16	15	10	200.0	266.7	DEAF SMITH	57	58	71	61	350.9	281.7
BORDEN	0	0	0	0	*****	*****	DELTA	7	9	4	2	642.9	1125.0
BOSQUE	43	43	36	38	286.0	323.7	DENTON	343	347	398	429	277.0	238.7
BOWIE	142	146	205	197	481.7	333.7	DE WITT	20	19	23	16	970.0	843.5
BRAZORIA	289	259	491	438	401.4	236.3	DICKENS	4	4	3	3	875.0	1166.7
BRAZOS	153	134	249	234	441.8	271.5	DIMMIT	11	12	7	9	900.0	1414.3
BREWSTER	21	25	21	24	395.2	395.2	DONLEY	10	10	11	10	370.0	336.4
BRISCOE	5	5	2	2	480.0	1200.0	DUVAL	7	7	2	2	1871.4	6550.0
BROOKS	5	4	4	2	1660.0	2075.0	EASTLAND	28	28	31	30	664.3	600.0
BROWN	84	82	99	85	339.3	287.9	ECTOR	180	177	339	361	534.4	283.8
BURLESON	18	15	21	12	577.8	495.2	EDWARDS	9	10	3	2	311.1	933.3
BURNET	104	92	150	134	150.0	104.0	ELLIS	106	98	151	155	494.3	347.0
CALDWELL	30	33	36	35	666.7	555.6	EL PASO	776	740	1850	1756	526.8	221.0
CALHOUN	39	40	62	62	456.4	287.1	ERATH	78	79	85	84	256.4	235.3
CALLAHAN	14	15	15	14	671.4	626.7	FALLS	19	16	13	7	910.5	1330.8
CAMERON	280	251	360	301	597.1	464.4	FANNIN	38	34	56	49	644.7	437.5
CAMP	14	11	36	44	592.9	230.6	FAYETTE	38	38	43	45	465.8	411.6
CARSON	9	9	8	8	666.7	750.0	FISHER	3	4	2	2	2166.7	3250.0
CASS	35	32	38	35	722.9	665.8	FLOYD	15	16	3	5	773.3	3866.7
CASTRO	16	16	23	16	587.5	408.7	FOARD	4	4	1	2	550.0	2200.0
CHAMBERS	19	16	26	30	689.5	503.8	FORT BEND	194	163	312	280	350.5	217.9
CHEROKEE	47	0	44	0	738.3	789.6	FRANKLIN	15	13	14	14	366.7	392.9
CHILDRESS	11	12	3	1	590.9	2166.7	FREESTONE	28	31	29	26	410.7	396.6
CLAY	10	8	11	7	860.0	781.8	FRIO	11	10	17	11	1054.5	682.4
COCHRAN	15	15	6	5	306.7	766.7	GAINES	21	22	8	7	523.8	1375.0
COKE	4	6	6	3	675.0	450.0	GALVESTON	429	389	462	475	426.3	395.9
COLEMAN	16	17	9	7	625.0	1111.1	GARZA	4	2	1	1	1625.0	6500.0
COLLIN	321	295	518	535	263.9	163.5	GILLESPIE	41	41	59	54	261.0	181.4

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TABLE 6

TOTAL AND PER CAPITA BROKER AND SALESPERSON DATA, BY COUNTY

COUNTY	BROKERS		SALESPERSONS		1975 POPULATION PER		COUNTY	BROKERS		SALESPERSONS		1975 POPULATION PER	
	FEB.76	MAR.75	FEB.76	MAR.75	BROKER	SALESPSN.		FEB.76	MAR.75	FEB.76	MAR.75	BROKER	SALESPSN.
GLASSCOCK	0	0	0	0	*****	*****	KENDALL	37	36	53	56	218.9	152.8
GULIAD	10	8	14	13	490.0	350.0	KENEDY	0	0	0	0	*****	*****
GONZALES	16	16	11	9	1091.3	1572.7	KENT	2	2	0	0	650.0	*****
GRAY	43	43	63	57	590.7	403.2	KERR	140	125	196	190	143.6	102.6
GRAYSON	201	187	252	249	388.1	309.5	KIMBLE	25	25	24	24	152.0	158.3
GREGG	209	202	368	319	393.8	223.6	KING	0	0	0	0	*****	*****
GRIMES	32	31	22	21	403.1	586.4	KINNEY	5	3	25	1	400.0	80.0
GUADALUPE	93	84	151	140	466.3	256.3	KLEBERG	40	41	85	83	890.0	418.8
HALE	104	105	118	102	343.3	302.5	KNOX	11	9	4	4	518.2	1425.0
HALL	10	11	6	8	610.0	1016.7	LAMAR	87	85	84	91	427.6	442.9
HAMILTON	21	26	13	14	409.5	661.5	LAMB	39	41	35	33	441.0	491.4
HANSFORD	13	11	5	4	530.0	1060.0	LAMPASAS	38	43	34	41	336.8	376.5
HARDEMAN	6	8	1	2	1116.7	6700.0	LA SALLE	8	8	6	5	650.0	866.7
HARDIN	34	29	55	52	976.5	603.6	LAVACA	22	20	15	19	827.3	1213.3
HARRIS	7847	7567	10921	10742	241.2	173.3	LEE	11	10	5	7	863.6	1900.0
HARRISON	70	61	67	69	642.9	671.6	LEON	29	27	41	39	320.7	226.8
HARTLEY	0	0	0	0	*****	*****	LIBERTY	67	68	60	56	595.5	665.0
HASKELL	12	11	0	0	625.0	*****	LIMESTONE	32	31	33	28	593.8	575.8
HAYS	84	83	146	132	422.6	243.2	LIPSCOMB	6	7	7	8	583.3	500.0
HEMPHILL	3	4	7	5	1200.0	514.3	LIVE OAK	11	12	8	5	572.7	787.5
HENDERSON	86	92	105	93	352.3	288.6	LLANO	73	75	79	76	104.1	96.2
HIDALGO	305	304	336	332	724.9	658.0	LOVING	0	0	0	0	*****	*****
HILL	52	43	83	77	450.0	281.9	LUBBOCK	481	471	671	605	414.6	297.2
HOCKLEY	47	52	38	33	461.7	571.1	LYNN	8	8	3	3	1187.5	3166.7
HOOD	45	27	63	55	188.9	134.9	MC CULLOCH	23	20	27	22	369.6	314.8
HOPKINS	28	32	30	26	792.9	740.0	MC LENNAN	274	269	420	383	569.0	371.2
HOUSTON	39	32	34	33	453.8	520.6	MC MULLEN	0	0	0	0	*****	*****
HOWARD	53	47	79	81	739.6	496.2	MADISON	12	11	10	3	683.3	820.0
HUDSPETH	2	3	16	21	1050.0	131.3	MARION	8	7	6	5	1037.5	1383.3
HUNT	83	81	170	155	580.7	283.5	MARTIN	3	3	1	1	1633.3	4900.0
HUTCHINSON	28	23	28	35	907.1	907.1	MASON	3	4	2	2	1133.3	1700.0
IRION	1	1	0	0	1100.0	*****	MATAGORDA	58	58	57	54	475.9	484.2
JACK	9	11	7	10	777.8	1000.0	MAVERICK	20	21	12	10	1035.0	1725.0
JACKSON	26	24	32	32	526.9	428.1	MEDINA	19	18	19	12	1126.3	1126.3
JASPER	53	50	44	36	466.0	561.4	MENARD	11	11	9	6	272.7	333.3
JEFF DAVIS	5	4	1	1	300.0	1500.0	MIDLAND	225	206	258	247	302.2	263.6
JEFFERSON	486	502	577	547	494.9	416.8	MILAM	21	24	10	13	990.5	2080.0
JIM HOGG	0	0	0	0	*****	*****	MILLS	14	13	10	8	278.6	390.0
JIM WELLS	33	33	23	17	1103.0	1439.1	MITCHELL	7	9	4	2	1157.1	2025.0
JOHNSON	136	137	233	219	403.7	235.6	MONTAGUE	41	36	67	66	390.2	238.8
JONES	18	21	8	9	866.7	1950.0	MONTGOMERY	293	276	410	404	281.3	194.1
KARNES	12	14	12	11	1108.3	1108.3	MOORE	42	39	81	71	319.0	165.4
KAUFMAN	130	127	150	123	284.5	250.0	MORRIS	18	17	18	18	722.2	722.2

TABLE 6

TOTAL AND PER CAPITA BROKER AND SALESPERSON DATA, BY COUNTY

COUNTY	BROKERS		SALESPERSONS		1975 POPULATION PER		COUNTY	BROKERS		SALESPERSONS		1975 POPULATION PER	
	FEB.76	MAR.75	FEB.76	MAR.75	BROKER	SALESPSN.		FEB.76	MAR.75	FEB.76	MAR.75	BROKER	SALESPSN.
MOTLEY	4	4	5	6	375.0	300.0	STARR	2	1	0	0	9900.0	*****
NACOGDOCHES	60	64	107	94	699.3	391.6	STEPHENS	19	20	20	11	431.6	410.0
NAVARRO	82	79	71	63	409.8	473.2	STERLING	5	3	1	2	200.0	1000.0
NEWTON	7	5	2	1	1628.6	5700.0	STONEWALL	0	0	0	0	*****	*****
NOLAN	22	22	15	16	713.6	1046.7	SUTTON	7	7	1	0	414.3	2900.0
NUECES	685	693	1134	1054	376.1	227.2	SWISHER	27	26	22	24	351.9	431.8
OCHILTREE	8	9	16	9	1100.0	550.0	TARRANT	2418	2331	3605	3492	302.6	202.9
OLDHAM	4	4	1	0	700.0	2800.0	TAYLOR	281	278	414	414	379.4	257.5
ORANGE	99	95	181	179	762.6	417.1	TERRELL	2	2	0	1	800.0	*****
PALO PINTO	46	45	64	68	593.5	426.6	TERRY	25	24	32	32	576.0	450.0
PANOLA	17	19	22	21	1029.4	795.5	THROCKMORTON	2	2	0	0	1200.0	*****
PARKER	78	69	91	75	452.6	387.9	TITUS	27	27	35	34	666.7	514.3
PARMER	37	36	21	22	254.1	447.6	TOM GREEN	229	230	313	310	321.8	235.5
PECOS	18	16	19	21	777.8	736.8	TRAVIS	1457	1374	1818	1744	246.1	197.2
POLK	51	47	126	81	319.6	129.4	TRINITY	16	16	9	14	512.5	911.1
POTTER	489	468	684	621	190.8	136.4	TYLER	33	31	25	23	406.1	536.0
PRESIDIO	11	12	1	5	445.5	4900.0	UPSHUR	18	15	16	21	1300.0	1462.5
RAINS	2	3	7	5	2250.0	642.9	UPTON	0	2	0	0	*****	*****
RANDALL	34	35	52	50	1794.1	1173.1	UVALDE	60	56	55	43	293.3	320.0
REAGAN	2	2	3	3	1450.0	966.7	VAL VERDE	47	43	73	67	642.6	413.7
REAL	16	14	25	24	156.3	100.0	VAN ZANDT	53	50	53	56	519.9	518.9
RED RIVER	26	29	26	26	546.2	546.2	VICTORIA	118	101	141	120	485.6	406.4
REEVES	23	20	24	25	721.7	691.7	WALKER	59	57	65	62	620.3	563.1
REFUGIO	11	13	7	9	827.3	1300.0	WALLER	30	32	25	30	533.3	640.0
ROBERTS	1	1	0	0	1400.0	*****	WARD	17	17	10	8	741.2	1260.0
ROBERTSON	11	11	14	14	1354.5	1064.3	WASHINGTON	49	52	49	36	414.3	414.3
ROCKWALL	44	42	93	68	170.5	80.6	WEBB	36	37	35	34	2155.6	2217.1
RUNNELS	23	22	14	13	530.4	871.4	WHARTON	53	51	50	49	681.1	722.0
RUSK	33	35	24	16	1087.9	1495.8	WHEELER	8	11	4	6	762.5	1525.0
SABINE	10	10	6	7	790.0	1316.7	WICHITA	279	263	364	352	436.2	334.3
SAN AUGUSTINE	9	12	6	6	933.3	1400.0	WILBARGER	25	24	21	20	616.0	733.3
SAN JACINTO	24	22	21	26	320.8	366.7	WILLACY	18	20	9	10	916.7	1833.3
SAN PATRICIO	77	88	94	84	662.3	542.6	WILLIAMSON	129	121	152	132	378.3	321.1
SAN SABA	21	21	12	12	290.5	508.3	WILSON	15	16	24	20	960.0	600.0
SCHLEICHER	6	6	1	1	383.3	2300.0	WINKLER	8	8	9	7	1175.0	1044.4
SCURRY	32	34	33	31	546.9	530.3	WISE	46	40	63	59	467.4	341.3
SHACKELFORD	4	4	1	1	825.0	3300.0	WOOD	56	51	102	76	394.6	216.7
SHELBY	25	21	14	10	852.0	1521.4	YOAKUM	12	11	16	13	658.3	493.7
SHERMAN	4	5	8	7	825.0	412.5	YOUNG	22	21	32	24	731.8	503.1
SMITH	302	293	383	395	350.3	276.2	ZAPATA	2	2	2	0	2700.0	2700.0
SOMERVELL	10	3	12	10	300.0	250.0	ZAVALA	11	9	11	7	1045.5	1045.5

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TABLE 7

NUMBER OF HOUSEHOLDS WITH DISPOSABLE INCOME* OF $10000 OR MORE PER BROKER AND SALESPERSON

COUNTY	NUMBER OF HOUSEHOLDS TOTAL	PER BROKER	PER SALES-PERSON	COUNTY	NUMBER OF HOUSEHOLDS TOTAL	PER BROKER	PER SALES-PERSON	COUNTY	NUMBER OF HOUSEHOLDS TOTAL	PER BROKER	PER SALES-PERSON
ANDERSON	3780.	65.2	37.8	COLLIN	17630.	54.9	34.0	GARZA	950.	237.5	950.0
ANDREWS	2140.	133.8	97.3	COLLINGSWORTH	530.	75.7	58.9	GILLESPIE	1860.	45.4	31.5
ANGELINA	8180.	77.9	69.9	COLORADO	2120.	75.7	176.7	GLASSCOCK	120.	*******	******
ARANSAS	1640.	28.8	24.1	COMAL	4850.	41.1	30.3	GOLIAD	390.	39.0	27.9
ARCHER	1030.	343.3	343.3	COMANCHE	1420.	54.6	49.0	GONZALES	1900.	118.8	172.7
ARMSTRONG	480.	480.0	480.0	CONCHO	280.	56.0	93.3	GRAY	5510.	128.1	87.5
ATASCOSA	1810.	64.6	40.2	COOKE	4640.	65.4	39.3	GRAYSON	13610.	67.7	54.0
AUSTIN	2190.	64.4	50.9	CORYELL	5600.	94.9	75.7	GREGG	15240.	72.9	41.4
BAILEY	1170.	68.8	78.0	COTTLE	440.	146.7	146.7	GRIMES	1240.	38.8	56.4
BANDERA	600.	17.6	15.0	CRANE	870.	217.5	174.0	GUADALUPE	5560.	67.0	36.8
BASTROP	2340.	61.6	61.6	CROCKETT	570.	81.4	285.0	HALE	5220.	50.2	44.2
BAYLOR	670.	67.0	167.5	CROSBY	1080.	83.1	83.1	HALL	740.	74.0	123.3
BEE	2740.	144.2	391.4	CULBERSON	360.	60.0	17.1	HAMILTON	1010.	48.1	77.7
BELL	21420.	93.9	68.0	DALLAM	770.	22.0	27.5	HANSFORD	830.	83.0	166.0
BEXAR	148060.	79.1	42.7	DALLAS	314900.	50.3	38.0	HARDEMAN	950.	158.3	950.0
BLANCO	630.	31.5	42.0	DAWSON	2300.	95.8	209.1	HARDIN	5900.	173.5	107.3
BORDEN	92.	*******	******	DEAF SMITH	2900.	50.9	40.8	HARRIS	412370.	52.6	37.8
BOSQUE	1660.	38.6	43.7	DELTA	330.	47.1	82.5	HARRISON	6950.	99.3	103.7
BOWIE	11400.	80.3	55.6	DENTON	17860.	52.1	44.9	HARTLEY	470.	*******	******
BRAZORIA	24330.	84.2	49.6	DE WITT	2320.	116.0	100.9	HASKELL	970.	80.8	******
BRAZOS	10570.	69.1	42.4	DICKENS	590.	147.5	196.7	HAYS	3510.	41.8	24.0
BREWSTER	830.	39.5	39.5	DIMMIT	510.	46.4	72.9	HEMPHILL	570.	190.0	81.4
BRISCOE	340.	68.0	170.0	DONLEY	460.	46.0	41.8	HENDERSON	4000.	46.5	38.1
BROOKS	620.	124.0	155.0	DUVAL	1020.	145.7	510.0	HIDALGO	17570.	57.6	52.3
BROWN	4150.	49.4	41.9	EASTLAND	2400.	85.7	77.4	HILL	2620.	50.4	31.6
BURLESON	1280.	71.1	61.0	ECTOR	19620.	109.0	57.9	HOCKLEY	2690.	57.2	70.8
BURNET	2020.	19.4	13.5	EDWARDS	400.	44.4	133.3	HOOD	1430.	31.8	22.7
CALDWELL	1870.	62.3	51.9	ELLIS	8590.	81.0	56.9	HOPKINS	3420.	122.1	114.0
CALHOUN	2780.	71.3	44.8	EL PASO	60370.	77.8	32.6	HOUSTON	1340.	34.4	39.4
CALLAHAN	1400.	100.0	93.3	ERATH	2470.	31.7	29.1	HOWARD	6450.	121.7	81.6
CAMERON	15940.	56.9	44.3	FALLS	1920.	101.1	147.7	HUDSPETH	270.	135.0	16.9
CAMP	830.	59.3	23.1	FANNIN	3350.	88.2	59.8	HUNT	7250.	87.3	42.6
CARSON	1300.	144.4	162.5	FAYETTE	1980.	52.1	46.0	HUTCHINSON	5790.	206.8	206.8
CASS	3300.	94.3	86.8	FISHER	830.	276.7	415.0	IRION	120.	120.0	******
CASTRO	1150.	71.9	50.0	FLOYD	1630.	108.7	543.3	JACK	770.	85.6	110.0
CHAMBERS	2260.	118.9	86.9	FOARD	240.	60.0	240.0	JACKSON	2210.	85.4	69.4
CHEROKEE	4180.	88.9	95.0	FORT BEND	9940.	51.2	31.9	JASPER	3520.	66.4	80.0
CHILDRESS	1130.	102.7	376.7	FRANKLIN	570.	38.0	40.7	JEFF DAVIS	210.	42.0	210.0
CLAY	1290.	129.0	117.3	FREESTONE	1620.	57.9	55.9	JEFFERSON	46020.	94.7	79.8
COCHRAN	540.	36.0	90.0	FRIO	890.	80.9	52.4	JIM HOGG	200.	*******	******
COKE	350.	87.5	58.3	GAINES	1600.	76.2	200.0	JIM WELLS	3940.	119.4	171.3
COLEMAN	1220.	76.3	135.6	GALVESTON	35810.	83.5	77.5	JOHNSON	10940.	80.4	47.0

*AFTER TAX INCOME OR EFFECTIVE BUYING INCOME

SOURCE: SURVEY OF BUYING POWER, SALES MANAGEMENT

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TABLE 7

NUMBER OF HOUSEHOLDS WITH DISPOSABLE INCOME* OF $10000 OR MORE PER BROKER AND SALESPERSON

COUNTY	NUMBER OF HOUSEHOLDS TOTAL	PER BROKER	PER SALES-PERSON	COUNTY	NUMBER OF HOUSEHOLDS TOTAL	PER BROKER	PER SALES-PERSON	COUNTY	NUMBER OF HOUSEHOLDS TOTAL	PER BROKER	PER SALES-PERSON
JONES	2310.	128.3	288.8	MONTGOMERY	14520.	51.3	35.4	SOMERVELL	540.	54.0	45.0
KARNES	1550.	129.2	129.2	MOORE	2790.	66.4	34.4	STARR	1210.	605.0	******
KAUFMAN	5240.	40.3	34.9	MORRIS	2130.	118.3	118.3	STEPHENS	1300.	68.4	65.0
KENDALL	1110.	30.0	20.9	MOTLEY	190.	47.5	38.0	STERLING	170.	34.0	170.0
KENEDY	60.	********	******	NACOGDOCHES	5630.	93.8	52.6	STONEWALL	420.	********	******
KENT	140.	70.0	******	NAVARRO	4600.	56.1	64.8	SUTTON	390.	55.7	390.0
KERR	3050.	21.8	15.6	NEWTON	1400.	200.0	700.0	SWISHER	1690.	62.6	76.8
KIMBLE	520.	20.8	21.7	NOLAN	2500.	113.6	166.7	TARRANT	157590.	65.2	43.7
KING	70.	********	******	NUECES	41410.	60.5	36.5	TAYLOR	16640.	59.2	40.2
KINNEY	100.	20.0	4.0	OCKILTREE	1820.	227.5	113.8	TERRELL	230.	115.0	******
KLEBERG	4450.	111.3	52.4	OLDHAM	310.	77.5	310.0	TERRY	2080.	83.2	65.0
KNOX	470.	42.7	117.5	ORANGE	16000.	161.6	88.4	THROCKMORTON	410.	205.0	******
LAMAR	5350.	61.5	63.7	PALO PINTO	4660.	101.3	72.8	TITUS	2560.	94.8	73.1
LAMB	2250.	57.7	64.3	PANOLA	2160.	127.1	98.2	TOM GREEN	12000.	52.4	38.3
LAMPASAS	1760.	46.3	51.8	PARKER	6590.	84.5	72.4	TRAVIS	65190.	44.7	35.9
LA SALLE	420.	52.5	70.0	PARMER	1250.	33.8	59.5	TRINITY	710.	44.4	78.9
LAVACA	1780.	80.9	118.7	PECOS	2170.	120.6	114.2	TYLER	1560.	47.3	62.4
LEE	1240.	112.7	248.0	POLK	1510.	29.6	12.0	UPSHUR	2490.	138.3	155.6
LEON	1060.	36.6	25.9	POTTER	18020.	36.9	26.3	UPTON	800.	********	******
LIBERTY	6140.	91.6	102.3	PRESIDIO	450.	40.9	450.0	UVALDE	2120.	35.3	38.5
LIMESTONE	2110.	65.9	63.9	RAINS	390.	195.0	55.7	VAL VERDE	3240.	68.9	44.4
LIPSCOMB	570.	95.0	81.4	RANDALL	14270.	419.7	274.4	VAN ZANDT	3830.	72.3	72.3
LIVE OAK	660.	60.0	82.5	REAGAN	620.	310.0	206.7	VICTORIA	9890.	83.8	70.1
LLANO	980.	13.4	12.4	REAL	140.	8.8	5.6	WALKER	4190.	71.0	64.5
LOVING	40.	********	******	RED RIVER	1330.	51.2	51.2	WALLER	1650.	55.0	66.0
LUBBOCK	34040.	70.8	50.7	REEVES	2010.	87.4	83.8	WARD	2360.	138.8	236.0
LYNN	1230.	153.8	410.0	REFUGIO	1280.	116.4	182.9	WASHINGTON	2520.	51.4	51.4
MC CULLOCH	1000.	43.5	37.0	ROBERTS	340.	340.0	******	WEBB	6940.	192.8	198.3
MC LENNAN	25550.	93.2	60.8	ROBERTSON	1360.	123.6	97.1	WHARTON	5250.	99.1	105.0
MC MULLEN	120.	********	******	ROCKWALL	1420.	32.3	15.3	WHEELER	830.	103.8	207.5
MADISON	800.	66.7	80.0	RUNNELS	1670.	72.6	119.3	WICHITA	21290.	76.3	58.5
MARION	700.	87.5	116.7	RUSK	4760.	144.2	198.3	WILBARGER	1730.	69.2	82.4
MARTIN	670.	223.3	670.0	SABINE	760.	76.0	126.7	WILLACY	1070.	59.4	118.9
MASON	480.	160.0	240.0	SAN AUGUSTINE	690.	76.7	115.0	WILLIAMSON	6460.	50.1	42.5
MATAGORDA	4020.	69.3	70.5	SAN JACINTO	610.	25.4	24.0	WILSON	1500.	100.0	62.5
MAVERICK	1410.	70.5	117.5	SAN PATRICIO	6970.	90.5	74.1	WINKLER	1820.	227.5	202.2
MEDINA	2410.	126.8	126.8	SAN SABA	710.	33.8	59.2	WISE	4170.	90.7	66.2
MENARD	410.	37.3	45.6	SCHLEICHER	400.	66.7	400.0	WOOD	3000.	53.6	29.4
MIDLAND	14480.	64.4	56.1	SCURRY	3100.	96.9	93.9	YOAKUM	1460.	121.7	91.3
MILAM	2380.	113.3	238.0	SHACKELFORD	590.	147.5	590.0	YOUNG	2430.	110.5	75.9
MILLS	690.	49.3	69.0	SHELBY	2200.	88.0	157.1	ZAPATA	170.	85.0	85.0
MITCHELL	960.	137.1	240.0	SHERMAN	800.	200.0	160.0	ZAVALA	970.	88.2	88.2
MONTAGUE	2240.	54.6	33.4	SMITH	17960.	59.5	46.9	TOTAL TEXAS	2129312.	62.0	44.5

*AFTER TAX INCOME OR EFFECTIVE BUYING INCOME

SOURCE: SURVEY OF BUYING POWER, SALES MANAGEMENT

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